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ABSTRACT

During Fiscal Year 1975-76, the Oregon Migrant Education Program provided educational, health, nutritional, and social services to 4,677 children. Of these, 8% were preschoolers, 58% were at the elementary level, 21% at the junior high level, and 13% at the senior high level. Slightly more than 3/4 were Mexican American, with an estimated 48% being Spanish dominant in the use of language. The elementary program included reading, language development, mathematics, spelling, cultural awareness, general tutoring, and career awareness. The secondary program included reading, spelling, general tutoring, counseling, career awareness, mathematics, and self-concept development. Focusing on the program's impact, this report provides an overall view of the whole program as it operates in the State; presents eight area reports which provide detailed information of the regular school term on a school-by-school, component-by-component basis; and presents six area reports of the summer school programs. Data covered in the reports are: the area's migration patterns; number of districts, schools, pupils, and personnel; budget totals; and sites and grades served. All reports have appendices which display support service statistics. The Eastern Oregon State College Bilingual Teacher Training Component and the Migrant Education Service Center's activities are also discussed. (NQ)

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Title IM E.S.E.A.
Oregon Migrant Education Program

Regular Term 1975-76

Educational Impact Report

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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PREFACE

The Title I Migrant Education Annual Evaluation report provides information on one of the two components of the total evaluation effort of the Oregon Title IM programs. This report consists of data compiled by a third-party evaluator from project schools which have been allocated Title IM funds for project operations.

To qualify for funding, each project must submit an approvable plan in which is incorporated a statement of the needs of the clients to be served by that project, a statement of the objectives that are concomitant with those needs; also included is a statement of the activities to be performed to achieve those objectives. The evaluation report consists of information gathered during the project period consisting of test data, monitor and evaluator observations, skill development records, and support services statistical data that will provide evidence of the program effectiveness with respect to achieving the objectives.

What cannot be evidenced by this report is the day-by-day, week-by-week evaluation process that was an integral part of each project. Although the objectives of each project remained constant, the program activities were modified if it were determined by analysis of the ongoing evaluation data that those activities were not assisting the students to achieve the priority objectives incorporated into the project plan. It is this day-to-day evaluation process and the concurrent program updating and activity modification that contribute most to the Title IM programs.

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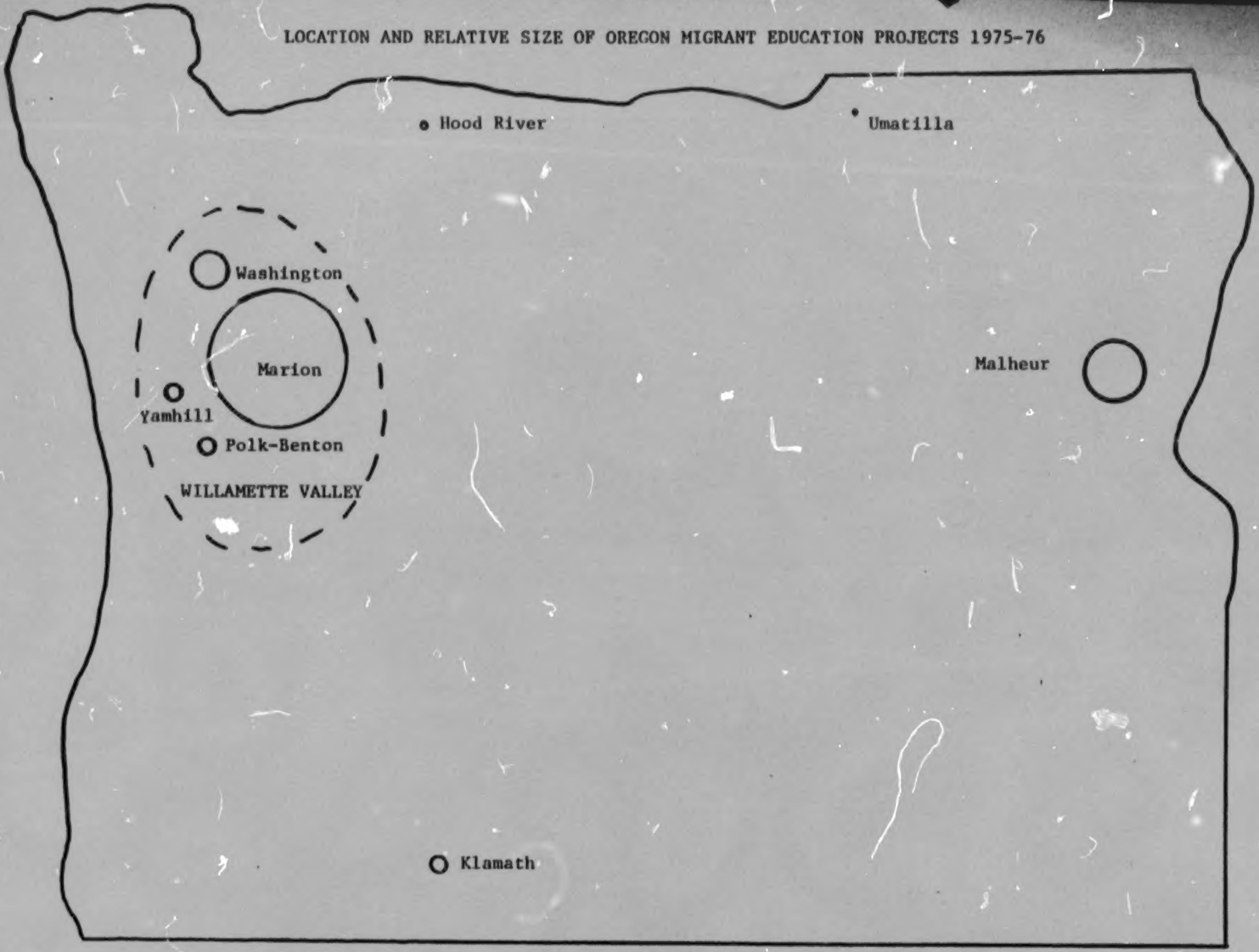
LOCATION AND RELATIVE SIZE OF OREGON MIGRANT EDUCATION PROJECTS 1975-76


Hood River
Umatilla
Washington
Marion
Yamhill
Polk-Benton
WILLAMETTE VALLEY
Malheur
Klamath

Areas of circles are approximately proportionate to percentage of total children.

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I

INTRODUCTION

A. The Nature of the Problem of Migrant Education

The Migrant Education Program has its statutory roots in Title I of Public Law 89-10 passed in 1965. Title I was intended to assist disadvantaged children generally. It was soon realized that even though the intentions of Title I were to serve all disadvantaged children, a substantial group was not receiving the help they needed. These were the children of migrant agricultural workers. School programs (including those supported by Title I) are generally set up on a year-long basis. The migrant child was seldom in a school for a full year. He had all of the problems of the generally disadvantaged child plus several movement-induced educational problems. Often his teachers did not have time to get to know him nor he his teachers. There were problems of educational continuity, the many different schools he attended used different educational approaches or at least different text books. Oftentimes school personnel felt there was little point in making an extra effort to help these children since they would be leaving soon anyway. Another problem was the lack of information on these students. Valuable information, such as test scores, collected at one school would not be passed on to the next. A large number of the migrants were Spanish speaking and there were resultant language learning problems for the children and general communication problems for the school and community. There were problems of social acceptance in the school community for the migrants as a group and the wrenching social psychological experiences of individual children having to frequently leave familiar surroundings and friends to enter a new situation in a distant place. These and other problems led to action which resulted in an amendment to P.L. 89-10 Title I. The basic amendment which established the Migrant Education Program (often referred to as Title I-M) was contained in P.L. 89-750 passed late in 1966. Subsequent amendments in Public Laws 90-247, 91-230, and 93-380 have made further additions and modifications to the program. The Migrant Education Program generally is project oriented, organized by areas in the state where migrants reside. The projects are child-centered and generally operate in more than a single district in the area. The state has responsibility for supervising the projects which are intended to initiate, expand, and improve educational and supplemental services to migrant children. The funds are supplementary and are not to be used for general support. Many types of activities can be supported. Projects must meet guidelines for size, scope, and quality. A major concern is that educational services be concentrated to the extent that a identifiable impact will be made.

P.L. 93-380 established three categories of migrant children that are eligible for services. These categories will be referred to throughout the report. Their definitions are as follows:

> "A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past year in order that the parent or other members of his immediate family might secure employment in agriculture or fishing or in related food processing activities.
>
> A. Interstate Migrant--A child who has moved with a parent or guardian within the past year across state boundaries in order that a parent, guardian, or member of his immediate family might secure temporary or seasonal employment in agriculture, fishing activities, or in related food processing.
>
> B. Intrastate Migrant--A child who has moved with a parent or guardian within the past year across school district boundaries within a state in order that a parent, guardian, or member of his immediate family might secure temporary or seasonal employment in agriculture, fishery activities, or in related food processing.
>
> C. Formerly Migratory--(Five-Year Migrant)--A child who has been an interstate or intrastate migrant as defined above but who has ceased to migrate within the last five years and now resides in an area in which a program for migratory children is to be provided."

B. Relationship to Title I and General Fund Efforts

The key factor in the relationship between Title I-M (Migrant Education) and Title I (Disadvantaged Education) is that Title I-M is a supplement to Title I. It is intended that all children who are eligible for and receive Title I-M aid will also be receiving Title I assistance. A Title I-M project at the school level does not stand by itself. Generally it builds upon or is at least closely related to a Title I project which in turn builds upon the general fund efforts of the school district.

This basic relationship has an important impact upon this evaluation effort. Title I-M projects are not clearly separate and distinct. The apparent successes and failures of school level migrant education efforts cannot be attributed solely to Title I-M. They are inextricably enmeshed with the Title I and general local and state fund efforts of the school. Clear-cut cause and effect relationships cannot be established. What can be done is to define migrant education efforts as specifically and clearly as possible, without creating false simplifications, and then make judgments on whatever practical measurements can be made which apply to the realities of the situation.

C. National Instructional Goals

Eleven national goals have been developed for the Migrant Education Program. Six of these relate to instructional services and hence are of direct concern to this report. The other five relate to supportive services. The six instructional goals are as follows:

1. So that they can function comfortably and adequately in the various situations to which they may be exposed, migrant children should be provided the opportunity to improve their communication skills.
2. In order to prepare the children to function successfully, provide them with preschool and kindergarten experiences geared to their psychological and physiological characteristics.
3. Provide specially designed programs in the academic disciplines (language arts, math, social studies, and other academic endeavors) that will increase the migrant children's capabilities to function at levels concomitant with their potential.
4. Provide specially designed activities which will increase the migrant children's social growth, positive self-concept, and group inter-action skills.
5. Provide programs that will improve the academic skill, prevocational orientation, and vocational skill training for older migrant children.
6. Implement programs, utilizing every available federal, state, and local resource, through coordinated funding, that will improve mutual understanding and appreciation of cultural differences among children.

These national goals are not construed as limiting the integrity or creativity of local project efforts. As stated in the Oregon Migrant Education Management Manual:

> In planning, developing, and administering migrant education programs, consideration should be given to all...of the ...goal statements, with emphasis on those which are most applicable to the migrant students served in a particular area. In translating national goals into action at the state and local levels, the needs of the migrant students for which the project is designed will be the determining criterion.

These national goals, while not pursued precisely as stated, do provide us with a set of general categories by which we can examine the Oregon program.

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Briefly stated, these categories are:

1. Communication and Language programs
2. Preschool programs
3. Academic subject programs
4. Personal and social growth programs
5. Academic and vocational programs for older students
6. Programs for cultural understanding

D. Oregon Migration Patterns

The problems of migrant education cannot be appreciated without an understanding of the migration patterns involved and the agricultural factors which induce that migration. The map which follows depicts the major migration patterns for 1975-76. The map also indicates the numbers of interstate, intrastate, and settled-in migrants, the major crops the migrants work in, and the estimated importance of the area as a home base.

The number and types of migrants, interstate, intrastate and settled-in give some idea of the magnitude of the Project and the severity of movement induced educational problems. The list of major crops in the area suggests the economic importance of the farm labor provided by the migrants. The estimated importance of the area as a home base suggests the demand for social and general educational (non-project) services which may exist. This is a factor which has a subtle but important effect upon the acceptability of the project in the eyes of the schools and the general population.

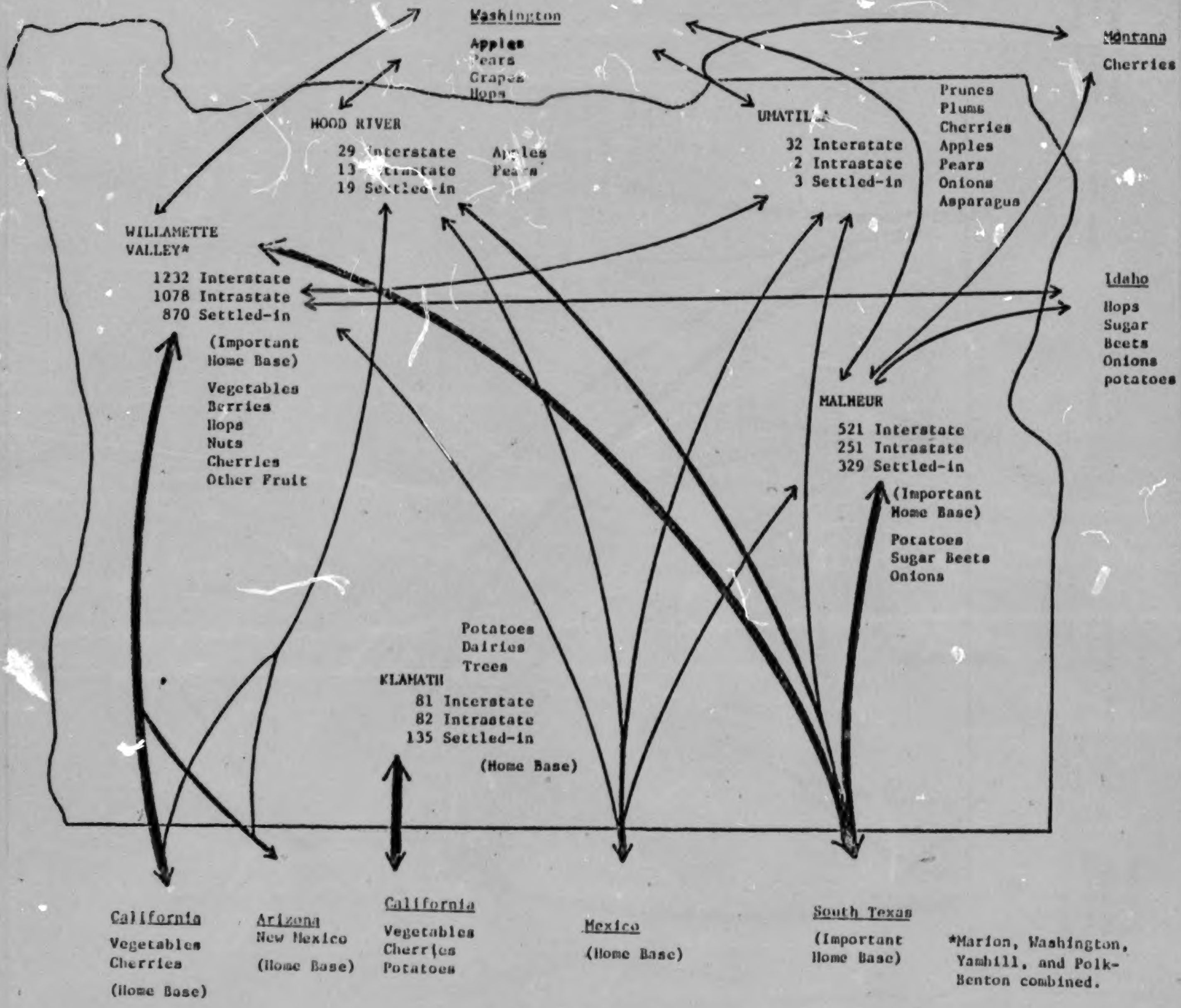
One major pattern is the interstate movement from south Texas to the Willamette Valley and Malheur Area. South Texas is an important home base but more and more of these migrants are settling in the Willamette and Malheur Areas.

Another major pattern is the traffic between the Willamette Valley and California with a minor branch to Arizona and New Mexico.

A separate pattern seems to exist between the Klamath Area and California. This group is almost entirely Anglo.

A small but fairly regular stream runs from home bases in Mexico to the Willamette Valley, Hood River, Umatilla, and the Malheur Areas. More of the migrants from Mexico seem to be coming without their children. This is reducing the impact upon schools.

LOCATION OF STUDENTS BY MIGRANT TYPE AND MAJOR MIGRATION PATTERNS AND CROPS 1975-76


Washington
Apples
Pears
Grapes
Hops
Montana
Cherries
HOOD RIVER
29 Interstate
13 Intrastate
19 Settled-in
Apples
Pears
UMATILLA
32 Interstate
2 Intrastate
3 Settled-in
Prunes
Plums
Cherries
Apples
Pears
Onions
Asparagus
WILLAMETTE VALLEY*
1232 Interstate
1078 Intrastate
870 Settled-in
(Important Home Base)
Vegetables
Berries
Hops
Nuts
Cherries
Other Fruit
Idaho
Hops
Sugar
Beets
Onions
potatoes
MALHEUR
521 Interstate
251 Intrastate
329 Settled-in
(Important Home Base)
Potatoes
Sugar Beets
Onions
Potatoes
Dairies
Trees
KLAMATH
81 Interstate
82 Intrastate
135 Settled-in
(Home Base)
California
Vegetables
Cherries
(Home Base)
Arizona
New Mexico
(Home Base)
California
Vegetables
Cherries
Potatoes
Mexico
(Home Base)
South Texas
(Important Home Base)

*Marion, Washington, Yamhill, and Polk-Benton combined.

Migrants come to the Hood River Area from California, Mexico, and south Texas, as well as from within Oregon. They generally stay only for the apple and pear harvest which ends in early November. A few winter over and work in the packing plants.

Umatilla (Milton-Freewater) has a split pattern. A largely Anglo group moves in for the autumn fruit harvest and then goes on to Washington state or Montana. In the spring a Mexican-American group comes in to work in the asparagus and other field crops. Very few winter over.

The Malheur Area has become an important home base. Migrants from Malheur work in Idaho, Washington, and Montana as well as in the immediate Ontario area.

All of these patterns are shifting constantly. There seems to be a trend toward settling down and breaking up the long regular circuits which characterized the past. The introduction of new crops, phasing out of old crops, and the mechanization of cultivation and harvesting of many crops as well as great advances in the use of herbicides is constantly changing the demand for agricultural workers. The building of new food processing plants close to the areas of production is providing more opportunities for migrants to settle in the areas where they were once transients.

These patterns are important to the economics of agriculture in Oregon and to the need for educational services provided by the Migrant Education Project.

Oregon's migrant workers, both active and settled-in, participate in agricultural activities which are extremely important to the state. Each year the Oregon State University Extension Service estimates the level of agricultural sales. Sales for 1976 were about the same as 1975, reaching approximately $1.04 billion state wide. Of this, $354.9 million was for livestock and poultry and $683.5 million for crops. Field crops accounted for $135.3 million and tree fruits and nuts accounted for $58 million.

The total sales figures, including both livestock and crops, in the counties with concentrations of migrants are as follows:

Benton	26.8 million
Hood River	20.6 million
Klamath	46.0 million
Malheur	80.3 million
Marion	110.4 million
Polk	32.7 million
Umatilla	95.8 million
Washington	46.3 million
Yamhill	42.6 million

(Migration Patterns for the separate areas are contained in each of the area reports.)

E. Focus of This Report

This report focuses upon the educational outcomes or impact of the Oregon Migrant Education Program. The Migrant Education Program does, of course, have other purposes; for example, the providing of health and nutritional services. Home School counseling is another important element. All of these elements are supportive of the educational program but they are not reported in the body of this report. They are reported in the appendices.

Impact data are reported in two general ways. The area reports contained in Part III provide detailed information on a school by school, component by component basis. This is generally analogous to the main body of the reports of previous years. The main purpose of these area reports is to provide a comprehensive picture of migrant education, as it operated in the eight areas, each of which vary considerably.

Part II of this report is an attempt to provide an overall view of the Migrant Education Program as it operates in the state as a whole. This statewide summary section is placed ahead of the area reports so that the reader can easily gain an overall picture of the program and then proceed to the report of the area or areas of particular interest to him. Thus, a general comparison is possible without reading all of the area reports.

F. Development of a Revised Approach to Evaluation

Discussions with project directors and other staff members during evaluation site visits revealed interest in a somewhat revised approach to evaluating the educational impact of the Title I-M activities. Interest developed sufficiently for three areas to initiate new data reporting procedures. These areas were Malheur, Yamhill and Klamath Falls. Together they enroll approximately 1,689 I-M children. This is approximately 37 percent of the state total of 4,617. The reporting format is not important in and of itself. More important is the analytic and planning processes which must take place at the area, district and school levels if the data are to become available in the new format.

The essence of the approach is educational accountability. The process seeks to account for every eligible I-M child by (a) the establishment of specific and appropriate educational objectives for identified groups of children with similar problems, (b) specifically stating what their educational treatment actually is and how much they receive, and (c) clearly specifying what the evaluation method and/or instruments will be. The result is a set of education/evaluation plans, each tailored to fit a specifically identified (and usually small) group of children. These mini-plans are amenable to questioning before they are initiated and while they are in operation. Questions such as the following may be raised. Is this proposed educational treatment appropriate to the specific children listed in this group? Is a sufficient amount being provided so that we would expect it to make a difference? Is the proposed instrument or method of evaluation a reasonable measure of what we are trying to accomplish?

Is the specific level of the test (if a test is used) appropriate to the age or developmental level of the children on the list? Is the objective stated clearly enough so that it can be understood by the teacher, aide, parent, project director and evaluator? Do all concerned agree that this is the objective to be actively pursued? These and other similar questions help to clarify what it is we are trying to do and how to evaluate the results.

This approach is not dependent upon the pre-post standardized test model. Pre-post testing may be used (if it is appropriate to the situation) but other evaluation techniques may be used. Non-test approaches are possible for activities such as counseling. Criterion-referenced approaches may be used for tutoring and related activities. Individual, short term (4-8 weeks) plans can be handled easily. This is particularly promising for children in the active migrant categories who cannot be assumed to be available for a whole year's instruction.

Most of the data submitted by the three areas pioneering the new approach follow the pre-post, testing model because it fit with what they had been doing in the past and already had in operation for 1975-76. In some cases they are already planning to make use of the newer non-test models for next year.

One way to view this new approach is to look upon it as an attempt to make the documentation of the project fit the realities of the classrooms. If these realities are not to our liking the documentation provides us with a tool to help bring about changes for the better.

(The area reports in Section III are divided into two groups. The first group is those which used the new approach and contain an Enrollment

Reconciliation Sheet in Part C. The second group followed their previous approaches and has a list of sites and grades served in Part C.)

II

STATE-WIDE SUMMARY REPORT

State-wide summary information is contained in this section. The table which follows contains general statistics for the whole state and the eight areas which comprise the total.

A. General Statistics for Middle of Second Semester 1975-76

Inspection of the table reveals certain outstanding facts. For example, the total number of eligible project children is 4677. Forty-six percent of these are in Marion County, 24% are in the Malheur Area. The rest are distributed in smaller groups over the other six areas. Forty-one percent of the children are Interstate Active, 30% are Intrastate Active, and 29% are Settled-In. The great bulk of the children (58%) are at the elementary level, 8% are preschoolers, 21% are at the junior high level, and 13% at the senior high level. Slightly more than three quarters of the students are Mexican-American as estimated by the Project Directors. These same Project Directors estimate that 48% of the students are Spanish dominant in use of language while they estimate that the other 52% are English dominant. Note however, that these averages are strongly influenced by the Marion County figures which indicate an almost 2:1 preponderance of Spanish-dominant students. One area, Klamath, reports an entirely English dominant population.

One indicator of the magnitude of the project is the size of the staff. A total of 209 staff members amounting to 168.86 Full Time Equivalent positions were reported at the middle of the second semester. There were about twice as many aides (123) as there were teachers (62). There were 24 other persons, including administration, employed.

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Another measure of the magnitude of the project is the size of the budget. For Fiscal Year 1975-76, it reached $1,447,964, most of which went for the personnel described immediately above.

Table 1

General Statistics for the Middle of S

	Hood River	Malheur	Klamath
1. Number of school districts in area.	1	5	1
a. Total no. of elementary (K-6 or K-8) IM schools	4	8	2
b. Total no. of jr. high (7-8 or 7-9) IM schools	1	2	1
c. Total no. of high (9-12 or 10-12) IM schools	0	2	1
Total number of schools	5	12	4
2. Total eligible IM pupils, middle of second semester	61	1101	298
Percentage	1%	24%	6%
a. By Migrant Type			
(1) Type I, Active Interstate	29	521	81
(2) Type II, Active Intrastate	13	251	82
(3) Type III, Settled In	19	329	135
b. By Approximate Age/Grade Categories			
(1) Preschool (ages 4-5)	0	147	0
(2) Elementary (6-11) grades K-6)	48	597	165
(3) Junior high (11-12 or 13) grades 7-8 or 7-9	13	225	63
(4) High school (13-18) grades 9-12 or 10-12	0	132	70
c. By Ethnic Category (Estimated)*			
(1) Mexican-American	33	1038	26
(2) Other	28	63	272
d. By Language Dominance (Estimated)*			
(1) Spanish Dominant	6	178	0
(2) English Dominant	55	923	298

*These estimates are by Project Directors in the area and were generally made as percentages which were then converted to numbers.

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econd Semester, 1975-76

Yamhill	Washington	Polk-Benton	Umatilla	Marion	Total	Percent
4	7	2	1	21	42	
12	19	5	2	46	98	67%
3	5	1	1	9	23	16%
4	6	1	0	11	25	17%
19	30	7	3	66	146	100%
290	494	251	37	2145	4677	
6%	11%	5%	.8%	46%	--	100%
133	330	48	32	721	1895	41%
37	86	65	2	890	1426	30%
120	78	138	3	534	1356	29%
						100%
30	46	25	4	116	368	8%
173	30	129	26	1292	2733	58%
37	85	64	7	482	976	21%
50	60	33	0	255	600	13%
						100%
170	395	192	2	1709	3565	76%
120	99	59	35	436	1112	24%
						100%
160	395	126	1	1394	2260	48%
130	99	125	36	751	2417	52%
						100%

e. End of Year Total Enrollment . . . . 4733 *

f. End of Year Total ADM 3491

3. Personnel (paid by Title I-M funds): (Count as of middle of second semester)

	Total Head Count	FTE
Teachers/Counselors	62	47.67
Aides	123	101.64
Administrators, Others	24	19.55
Totals	209	168.86

4. Total I-M budget for FY 75-76

Total personnel costs	$ 1,180,568
All other costs	267,396
Total	$ 1,447,964
MESC	$ 203,870
E.O.C.	$ 116,985
TOTAL ALLOCATIONS	$ 1,768,819

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*This figure is the total of regular term figures as reported by area project directors. However, the Migrant Record Transfer System reports a grand total of 5571 for the same period. This could be due to an influx of migrant children in the late spring not accounted for in the school level reports. These figures should agree. An effort at reconciliation should be made next year.

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B. Program Components by Type and Age Groups

Educational services were provided to migrant children at the preschool, elementary, and secondary age/grade levels. Table 2, which follows, shows the approximate number of participants for whom data were available. The table represents the whole state for the regular term, 1975-76. The figures are approximations because not all areas were able to supply data in the same format and categories. One area, representing approximately 11% of the statewide enrollment was not able to provide data. Nevertheless, the table provides a reasonable overall view of the relative emphasis of the various parts of the program state wide.

The use of the term program component is not without problems. The term was derived as an aid to planning educational efforts. Theoretically, a program component involves a group of children of the same general age/grade category, in the same general location, with similar educational problems, receiving essentially similar educational treatment, and being evaluated with the same instrument of method. For example, a component might be the Remedial Reading Program for grades 4, 5, and 6 in School X, as being pre/posttested with the ABC Reading Test, Level II. Because of differences in size of programs, (numbers of children enrolled), and the location of schools within districts, some areas defined components in terms of very small numbers of children. These tended to be the remote rural locations. Others, usually larger schools in towns tended to define program components with large numbers of children. Both extremes represent realities. Thus, the program component is not an entirely satisfactory unit of measure of programmatic effort. However, the number of program components does tell us something about the variety and complexity of the program, both of which add to the amount of effort required for management.

Table 2

Approximate Number of Program Components, by Type and Approximate Number of Participants for Whom Data Were Available, Whole State, Regular Term, 1975-76

Program Component Type, Level and Content	Approximate No. Components		Approximate No. of Participants, Child/Components		Percent
Preschool/Readiness	16		318		
Subtotal		16		318	12%
Elementary					
Reading	91		1132		
Language Development	8		224		
Mathematics	21		184		
Spelling	1		58		
Cultural Awareness	3		42		
General Tutoring	5		32		
Career Awareness	1		10		
Subtotal		130		1682	65%
Secondary					
Reading	15		261		
Spelling	2		196		
General Tutoring	5		76		
Counseling	4		50		
Career Awareness	1		11		
Mathematics	3		9		
Self Concept	1		4		
Subtotal		31		607	23%
TOTALS		177		2607	100%

The number of students participating in each of the program component types is perhaps our best single measure of overall program emphasis. Table 2 clearly shows that the major effort of the migrant education program is directed at the elementary level; 1682 out of 2607 (65%) of the child/components are elementary, 318 (12%) are preschool, and 607 (23%) are secondary. Within each level the components are listed according to number of participants. Reading is by far the leader at both the elementary and secondary levels. Language Development at the elementary level outranks mathematics. Interestingly, mathematics finishes far down the list on the secondary level. The areas of cultural awareness, career awareness, and development of self concept involve relatively few children. Surprisingly, spelling involves more students at the secondary level than at the elementary level. Perhaps it is because the secondary spelling programs are essentially remedial programs at the elementary level being given to secondary students. The same is probably true of other secondary programs. Indeed, the very concept of levels (preschool, elementary, and secondary) become blurred.

The content of Table 2 might well be examined in the context of the National Goals described in Section IC, and the listing of derived program types which follows the statements of the goals. According to the data in Table 2, Oregon is making efforts in all of the six goal areas. By far the greatest efforts are being put forth in the first three areas, communication and language programs, preschool programs, and academic subject programs. Relatively small amounts of effort are being devoted to the last three, personal and social growth programs, academic and vocational programs for older students, and programs for cultural understanding. This relative emphasis is certainly within the limits of flexibility suggested in the Oregon Migrant Education Management Manual. It is also probably representative of the realities of our abilities in the field of education. In general we do not know much about formally bringing about social or personal growth, or cultural awareness, or vocational or career awareness. These are difficult areas and may be beyond the limited fund capabilities of the migrant education program.

The following are general descriptions of what constitutes the various types of program components.

General Program Component Descriptions

1. Preschool and Readiness Programs: Generally for children ages 4-5 but sometimes for lower elementary grades if individual children are judged to need readiness skills. Usually includes basic concepts and oral language development. Usually operated in a class setting.

2. Elementary Reading Programs: Generally for children grades 1-6, often designated as remedial for upper elementary grades, sometimes includes junior high aged children performing at the elementary level. Usually operates with indiviudal diagnosis and planning followed by small group or individual instruction. Frequently these programs are in addition to regular class reading instruction.

3. Elementary Mathematics Programs: Generally similar to elementary reading programs described in 2, above, but with mathematics as the subject matter.

4. Other Elementary Programs: All programs for children in grades 1-6 other than reading, mathematics, or readiness. These program components include language development, tutoring, and cultural awareness and career awareness.

5. Secondary Reading Programs: Generally for students in grades 7-12 in junior high or high school. (Grades 7-8 attached to an elementary school are included in the elementary category.) Often conducted as a reading laboratory or resource room with students scheduled at regular times. Usually involves individual diagnosis, planning, and small group instruction. Instructional approaches and organization essentially the same as used by elementary reading programs.

6. Secondary Mathematics Programs: Generally similar to Secondary Reading Programs described in 5, above, but with mathematics as the subject matter.

p 24, blank

7. Secondary Counseling Programs: Usually for high school students, grades 9-12. Generally similar to regular high school counseling programs but may deal with more migration-induced problems and social problems of Mexican-American students. May include guidance class activities and employment and career concerns. Note: This does not include the home/school counseling activity which is a major support thrust of Title I-M and which is reported elsewhere.

8. Other Secondary Programs: All programs for students grades 7-12 other than reading, mathematics, or counseling described in 5, 6, and 7 above. These program components include spelling, tutoring, development of self concept, and career awareness.

C. Summary Findings

Clear-cut summary findings based upon composite statistics are not possible. Part of the philosophy of the program is to allow local units to design their own activities, organize their own instructional groups, and select their own evaluation measures and methods. Activities, even of the same type, vary a great deal from location to location. This was apparent in site visits and was confirmed when data were submitted. Sizes of groups varied considerably. Most were too small (often ranging from 2-9) to allow for statistical tests of group gains. Furthermore, a great variety of different tests were used. Usually these tests were selected because they happened to have been given by the district for some other purpose. In a few cases, the tests were specifically for migrant program purposes. (A major effort has been made to avoid adding to the general burden of tests already facing the children and teachers.) None of these qualifications are being given in the sense of an apology for not having a single, or even a few clear-cut measures of gain based on large numbers of cases. Rather these qualifications are being stated to convey to the reader the realities of the situation. The problem, therefore, is to induce a general picture from a set of particulars determined by many different persons in many different circumstances.

The procedure used has been to examine each of the identifiable program components (whether large or small in terms of students enrolled), group them into the categories used in Table 2, page 19, and compile a percentage of attainment for each. The percentage of attainment is defined below along with other terms used.

Since the sizes of the groups vary substantially, and the measure used and the treatments (including time spent) are not equal, the percentages of attainment cannot be combined across the whole state. Rather, they are displayed by area for direct inspection. The reader is cautioned against combining the percentages since the units are not strictly comparable. It should also be noted that not all areas operated all types of components.

The data are reported in a set of tables numbered 3 to 17 which follow. Beneath each table is an interpretation. Definitions of the column headings are as follows:

- Area Location -- The administrative area, usually county, of the project, not identified because percentage comparisons are not valid, separated by code letter.
- No. Components -- The number of components of that general type operated in the area. (The reader is reminded that components varied tremendously in size.)
- No. Participants -- The estimated total number of students who participated in these program components in the area. Not all of these participated for the full term. Not all had data available.
- No. Measures -- The total number of separate measures available which relate to the component. It is usually not the same as the number of participants. It is reduced when data are not available for every participant, it is increased when more than a single measure is reported for a participant, as for example, when a comprehension score and a vocabulary score are reported on a reading test.
- % Attainment -- The percentage of measures for that component which indicated that the criterion had been reached, or if as was often the case, when no criterion was stated, made a positive gain in whatever scoring system was used. (It had been hoped that standard scores could be used but the diversity of data submitted did not allow for this.) Great care must be exercised in interpreting the Percentage of Attainment for the reasons stated above. These percentages can only provide a very general impression of the overall attainments by components of these types. For more specific interpretations, the separate area reports in Section III should be consulted.

Table 3

Estimated State-wide Attainment, Preschool/Readiness

Area Locations	No. Components	No. Participants	No. Measures	% Attainment
A	4	92	92	89%
B	5	131	204	97%
C				
D	2	31	25	99%
E				
F	1	12	19	90%
G	1	16	31	96%
H	3	36	33	88%

Interpretation:

Preschool programs appear to be generally successful throughout the state. Percentages of attainment range between 88 and 99. These data confirm informal observations made during site visits. The apparent success of these components is probably due to the clarity of purposes and definitiveness of preschool programs as they are typcially conducted.

Table 4

Estimated State-wide Attainment, Elementary Reading

Area Locations	No. Components	No. Participants	No. Measures	% Attainment
A	1	53	53	100%
B	4	406	307	89%
C	23	112	71	82%
D	11	85	23	74%
E				
F	2	30	30	100%
G	2	41	5	60%
H	48	405	405	70%

Interpretation:

Success of elementary reading programs over the entire state might be termed moderate. Percentages of attainment ranged from 60 to 100, but programs varied a great deal in content and method of operation. The sizes of the evaluation groups likewise varied greatly. This is perhaps the most important (certainly the largest) component of the entire migrant education program. As such, it warrants increased attention.

Table 5

Estimated State-wide Attainment, Elementary Mathematics

Area Locations	No. Components	No. Participants	No. Measures	% Attainment
A				
B				
C	13	56	33	97%
D	5	28	19	89%
E				
F				
G	1	22	no data reported	
H	2	78	78	99%

Interpretation:

The elementary mathematics program is surprisingly small but appears to be successful with percentages of attainment ranging from 89-99.

Table 6

Estimated State-wide Attainment, Elementary Language Development

Area Locations	No. Components	No. Participants	No. Measures	% Attainment
A				
B	3	129	269	98%
C				
D				
E				
F				
G				
H	5	95	75	99%

Interpretation:

The elementary language development program is small, operating in only two areas. However, it appears to be successful with attainment percentages of 98 and 99 respectively. The relative intended emphasis of this program state-wide is perhaps worth examination.

Table 7

Estimated State-wide Attainment, Elementary General Tutoring

Area Locations	No. Components	No. Participants	No. Measures	% Attainment
A				
B				
C				
D	5	32	7	100%
E				
F				
G				
H				

Interpretation:

The elementary tutoring program is extremely small and operates in only one area. The percentage of attainment was 100. However, the measure used was overall performance on an achievement battery, whereas the treatment given the children was quite specific. Tutoring may be a valuable activity but it deserves careful attention both in terms of program definition and method of evaluation.

Table 8

Estimated State-wide Attainment, Elementary Cultural Awareness

Area Locations	No. Components	No. Participants	No. Measures	% Attainment
A				
B				
C				
D				
E				
F	3	42	Descriptive data only; cannot be interpreted.	
G				
H				

Interpretation:

The cultural awareness program, as a formal operation, is very small. It operates in only one area. Only brief descriptive data were submitted and cannot be interpreted. If cultural awareness is to be a major program goal, then it needs attention at the state level.

Table 9

Estimated State-wide Attainment, Elementary Spelling

Area Locations	No. Components	No. Participants	No. Measures	% Attainment
A				
B				
C				
D				
E				
F				
G				
H	1	58	58	98%

Interpretation:

An elementary spelling component was operated in only one area and was not even among the written objectives in the project proposal of that area. It appears to have been successful--with a percentage of attainment of 98, but the question must be raised as to whether or not it was an intended part of the program.

Table 10

Estimated State-wide Attainment, Elementary Career Awareness

Area Locations	No. Components	No. Participants	No. Measures	% Attainment
A				
B				
C				
D				
E				
F				
G				
H	1	10	10	60%

Interpretation:

Only one area operated a career awareness program and it was intended for grades 1-12. Only the elementary data are reported here. The stated objective of the program was "To create an awareness of the human value, the cultural worth, and the career potential of each individual." For the ten elementary children, the percentage of attainment was 60. The program design and the evaluation instrument used probably deserve careful review.

Table 11

Estimated State-wide Attainment, Secondary Reading

Area Locations	No. Components	No. Participants	No. Measures	% Attainment
A				
B	2	196	206	66%
C	8	25	47	83%
D	2	23	6	83%
E				
F	1	5	5	60%
G				
H	2	12	8	63%

Interpretation:

The secondary reading programs do not appear to be as successful as the elementary ones. Percentages of attainment ranged from 60-83. This is probably due in part to the reading problems that persist at the secondary level being the most difficult ones. Only one area mounted a sizable attack on secondary reading problems. The relative emphasis of this program statewide probably needs review.

Table 12

Estimated State-wide Attainment, Secondary Mathematics

Area Locations	No. Components	No. Participants	No. Measures	% Attainment
A				
B				
C	1	4	4	100%
D	2	5	4	100%
E				
F				
G				
H				

Interpretation:

The secondary mathematics effort is surpisingly small--being conducted in only two areas for an extremely small number of children. Where it did operate, it appears to have been successful. The need for this program, and possible designs for its operation, deserve review.

Table 13

Estimated State-wide Attainment, Secondary Counseling

Area Locations	No. Components	No. Participants	No. Measures	% Attainment
A				
B				
C				
D	4	50	83	63%
E				
F				
G				
H				

Interpretation:

This is a small program that appears to have been only moderately successful. It operated in only one area for a small number of students. This field is extremely difficult to evaluate. The program may have been more successful than it appears. The measures used probably were not appropriate. The selection of evaluation instruments and measures needs very careful reconsideration.

Table 14

Estimated State-wide Attainment, Secondary Spelling

Area Locations	No. Components	No. Participants	No. Measures	% Attainment
A				
B	2	196	141	85%
C				
D				
E				
F				
G				
H				

Interpretation:

Surprisingly the secondary spelling program was larger than the elementary effort (and the elementary effort may not have been intended at all). Secondary spelling was conducted in only one area but it was a sizable operation there. It was a moderate success with an attainment percentage of 85.

Table 15

Estimated State-wide Attainment, Secondary General Tutoring

Area Locations	No. Components	No. Participants	No. Measures	% Attainment
A				
B				
C				
D	5	76	82	52%
E				
F				
G				
H				

Interpretation:

Secondary tutoring operated in only one area but involved a substantial number of students. However, it does not appear to have been very successful. The attainment percentage was only 52. The measures used were not fortunate choices and may have underestimated the level of success. However, field observations suggest that the program generally lacked clarity of purpose and method of operation. This program deserves careful review.

Table 16

Estimated State-wide Attainment, Secondary Self Concept

Area Locations	No. Components	No. Participants	No. Measures	% Attainment
A				
B				
C				
D				
E				
F	1	4	4	50%
G				
H				

Interpretation:

This is another extremely small program and does not appear to have been very successful. The attainment rate was only 50%. However, it should be noted that measures of self-concept are extremely unreliable. In fact, the general idea of self-concept is being questioned by some professionals in the field. The desirability of operating such components deserves review.

Table 17

Estimated State-wide Attainment, Secondary Career Awareness

Area Locations	No. Components	No. Participants	No. Measures	% Attainment
A				
B				
C				
D				
E				
F				
G				
H	1	11	11	100%

Interpretation:

Only one area operated a career awareness program and it was intended for grades 1-12. Only secondary data are reported here. The stated objective of the program was "To create an awareness of the human value, the cultural worth, and the career potential of each individual." For the eleven secondary children, the percentage of attainment was 100. No reliability or validity data were provided for the locally developed instrument. The program design and the evaluation instrument probably deserve careful review.

D. State-wide Recommendations

Specific recommendations for each of the eight areas are contained at the ends of the area reports. This present section contains only general recommendations which apply to the state-wide program.

1. Carefully review the objectives of the program as they appear in Project proposals, as they are translated into action, and as they relate to state and national goals. Raise the question, "Is this the balance of emphasis we really want?"

2. Consider lessening the dependence upon pre/posttesting with standardized instruments as a means of program evaluation. This model is not appropriate for many of the operations as they are conducted in the field.

3. Review the requirements of testing for program evaluation purposes and Migrant Record Transfer System purposes. Communicate the results of this review to all concerned--including teachers and aides.

4. Arrange for all data collection to be done through the area directors offices. The data collection system could become a useful management tool for the area director.

5. The new data collection approach used by Malheur, Klamath, and Yamhill Areas has been sufficiently successful to justify its adoption state-wide for 1976-77. This system, coupled with orientation meetings held before school opens in the fall and before proposals are due in the spring will be useful for state-wide planning and management purposes.

6. Develop a uniform method for documenting the fact that a particular child does not need Title I-M educational services. Make it clear that a child is not being served because he does not need the extra help and not that he has been overlooked or forgotten.

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APPENDIX

State-wide Support Service Statistics

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YEAR-END STATISTICAL INFORMATION

AREA State-wide Summary

Total bus miles	330,827		
Health examinations	514		
Health referrals	188		
Health emergencies	23		
Health screening referrals	16		
Dental examinations	227		
Dental referrals	162		
Visual screening referrals	167		
Visual examinations	112		
Glasses repair	9		
Hearing examinations	91		
Hearing referrals	2		
Breakfasts	0		
Morning snacks	18,656		
Hot lunches	74,128		
Afternoon snacks	18,994		
Clothing referrals	301		
Number of teachers	49.50		
Number of aides			
Target group	65.50		
Other	53.50		
How many are bilingual	64.50	Total	119
Number of volunteers			
Target group	1		
Other	26	Total	27
Number of Certificated Personnel Employed (FTE)			
Bilingual		Home School Counselors	13
Target group	16.91		
Other	6.50		
English-speaking only			
Target group	0		
Other	16.51		
TOTAL	39.92		

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III

AREA REPORTS

Following are eight separate area educational impact reports, one each for Yamhill, Klamath, Malheur, Marion, Umatilla (Milton-Freewater), Polk-Benton, Hood River, and Washington County areas.

The first three use the new data reporting format, the second group of five use the older format. Immediately following the first report (Yamhill) there is an appendix which displays a sample Test Summary Sheet. All eight reports have appendices which display support service statistics.

The reports are arranged in this way so that individual area reports can be removed for reproduction and additional distribution if so desired.

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YAMHILL COUNTY AREA
MIGRANT EDUCATION PROJECT
REGULAR TERM 1975-76
EDUCATIONAL IMPACT REPORT

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A. Migration Patterns in the Yamhill County Area, School Year 1975-76

There appear to be three main migratory patterns for the people whose home base is Yamhill County. One group of Mexican-American families spends the winter in Yamhill County and in the spring (about April or May) they go to Idaho to plant hops. They return in June to work locally. In August, they go back to Idaho to pick hops. In the early fall they generally go to California to pick grapes and tomatoes. They return to Oregon in October. A group of Anglo families winters in Yamhill County and leaves in May to go to California to work in the cherry orchards. They generally stay in California and pick crops throughout the summer, coming back to Oregon early in November. Here they often work in the filbert and walnut industry. Another main group of Anglo families works in Idaho early in the spring and comes to Oregon in May and June for the cherry and strawberry harvest. After these crops are picked, they move on, eventually wintering in Arizona or Texas. This involves some sixty Anglo families. There seem to be several smaller groups such as one which migrates from Mexico each year. They generally stay with the farmer who hires them. There are also individual families and small groups of two to three families who winter in Yamhill County and then go to Washington State to pick asparagus in the late spring and apples and pears in the early fall. These families usually leave in May and return around early November.

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B. General Statistics for Middle of Second Semester 1975-76, Yamhill Area

1. Number of school districts in area served in IM program	4
a. Total number of elementary (K-6 or K-8) schools in IM program.	12
b. Total number of junior high (7-8 or 7-9) schools in IM program.	3
c. Total number of high (9-12 or 10-12) schools in IM program.	4
Total number of schools	19
2. Numbers of eligible IM pupils	
a. By Migrant Type (as of middle of second semester)	
(1) Type I, Active Interstate	133
(2) Type II, Active Intrastate	37
(3) Type III, Settled In	120
Total	290
b. By Approximate Age/Grade Categories (as of middle of second semester)	
(1) Preschool (ages 4-5)	30
(2) Elementary (6-11) grades K-6	173
(3) Junior high (11-12 or 13) grades 7-8 or 7-9	37
(4) High school (13-18) grades 8-12 or 10-12	50
Total	290
c. By Ethnic Category (Estimated as of middle of second semester)	
(1) Mexican-American	170
(2) Other	120
Total	290
d. By Language Dominance (Estimated as of middle of second semester)	
(1) Spanish Dominant	160
(2) English Dominant	130
Total	290
e. End of Year Total Enrollment	299
f. End of Year Total ADM	227

3. Personnel (paid by Title IM funds): (Count as of middle of second semester)

	Total Head Count	FTE
Teachers/Counselors/Resource Teachers	3	2.25
Aides	14	14
Home School Counselors	1	1
Administrators and/or other support staff*	2	2
Total	20	19.25

*Any person other than teacher/counselor or aide

4. Total IM budget for FY 75-76

Total personnel costs	$110,022
All other costs	44,978
Total	$155,000

C. Enrollment Reconciliation

Part I of the Yamhill County Enrollment Reconciliation Sheet (which follows) shows that over the year there were 299 children eligible for Title I-M educational and/or support services. This report will focus upon the educational services provided. Of the 299 eligible children, it was determined by school personnel that 97 did not need educational services by virtue of their performing at grade level or higher on tests and/or being judged successful in their classroom work. There were another seven children who were judged to be in need of educational services but who could not be provided for because of lack of staff, location, scheduling problems, or other extenuating circumstances. These 104 children (97 and 7) were still eligible for and may have received support services such as health care, transportation, home counseling and the like as described in the project proposal. Deducting these 104 children from the 299 eligible we find that 195 were actively provided with educational services.

Not all of the 195 received the same amount of service. Participation is recorded in terms of Educational Components. For example, a preschool for four year olds in a single location is an educational component. A reading program for grades 1-3 in a school is a component. The reading program for grades 4-6 in that same school is another component. Components were defined by the project staff working with school personnel. In general a component involves a school or location, a grade or groups of grades, an educational or counseling program (such as reading or math) and a test or other means of measurement common to the whole component. There were 41 different components operating in Yamhill County. Part I of this same document shows that sixty children participated in only one component, 75 children participated in two, 52 in three, and eight in four. This gives a total of 398 child/components which, although rough and not composed of equal units, is an indication of the amount and variety of educational service provided by Title I-M in Yamhill County during the regular term of 1975-76.

ENROLLMENT RECONCILIATION

Area Yamhill County as of June 1, 1976

I. Enrollment Reconciliation

1. Total eligible I-M children 299
2. No. children assessed but not needing educational services 97
3. No. children not served, but who need Title I-M help 7
4. No. children receiving educational services 195
    a. No. children in only 1 prog. component 60 X 1 = 60
    b. No. children in only 2 prog. components 75 X 2 = 150
    c. No. children in only 3 prog. components 52 X 3 = 156
    8 X 4 = 32
    195 398

II. Educational Program Components*

	Educational Program Components*	No. children
	AMITY DISTRICT	
1.	Amity Elem. Gr. 1-8 (Tutoring) Iowa Test	13
2.	Amity Elem. Gr. 7-8 (Tutoring) G.P.A.	6
3.	Amity High Gr. 9-12 (Tutoring) G.P.A.	8
4.	Amity High Gr. 9-12 (Counseling) Sports Participation	8
5.	Amity High Gr. 9-12 (Counseling) Jobs	8
	DAYTON DISTRICT	
6.	Dayton 4 yrs. (Preschool) Northwest Syntax	12
7.	Dayton 4 yrs. (Preschool) Preschool Checklist	12
8.	Dayton 5 yrs. (Preschool) Northwest Syntax	19
9.	Dayton 5 yrs. (Preschool) Preschool Checklist	19
10.	Dayton Grade-Gr. 2-6 (Reading) Gates MacGinitie	27
11.	Dayton Grade-Gr. 1-6 (Remedial Reading)	16
12.	Dayton Grade-Gr. 1-6 (Remedial Math)	9
13.	Dayton Jr.-Sr. High--Gr. 7-12 (Tutoring) G.P.A.	32
14.	Dayton Jr.-Sr. High--Gr. 7-12 (Remedial Reading) Gates Mac.	17
15.	Dayton Jr.-Sr. High--Gr. 7-12 (Counseling) Sports Participation	12
	Total (must equal line I. 5 above) Total Page 1	218

(Go to second sheet if necessary)

*Number and type of program components to be determined locally

Enrollment Reconciliation Continued

		No. children
	DAYTON - Continued	
16.	Dayton Jr.-Sr. High--Gr. 10-12 (Counseling) Jobs	12
	MCMINNVILLE DISTRICT	
17.	Adams Elem. Gr. 1-3 (Reading) Gates MacGinitie	5
18.	Adams Elem. Gr. 4-6 (Tutoring) S.R.A.	5
19.	Adams Elem. Gr. 4-6 (Reading) Gates MacGinitie	5
20.	Cook Elem. Gr. 1 (Reading) MacMillan Readiness	5
21.	Cook Elem. Gr. 1 (Math) Addison Wesley Math	5
22.	Cook Elem. Gr. 1 (Reading) Systems 80	5
23.	Cook Elem. Gr. 4-6 (Reading) S.R.A.	7
24.	Cook Elem. Gr. 4-6 (Math) S.R.A.	7
25.	Memorial Elem. Gr. 1-6 (Reading) Gates MacGinitie	6
26.	Newby Elem. Gr. 1 (Reading) Metropolitan	2
27.	Newby Elem. Gr. 3, 4, 6 (Reading) Metropolitan	4
28.	Newby Elem. Gr. 3, 4, 6 (Math) Metropolitan	4
29.	Newby Elem. Gr. 2 and 4 (Reading) McMillan	3
30.	Newby Elem. Gr. 2 and 4 (Math) McMillan	3
31.	Newby Elem. Gr. 4 and 5 (Tutoring) S.R.A.	5
32.	Newby Elem. Gr. 4 and 5 (Tutoring) Metropolitan Achievement	3
33.	McMinnville Jr. High Gr. 7-9 (Tutoring) G.P.A.	16
34.	McMinnville Jr. High Gr. 7-9 (Corrective Reading) Nelson Reading	6
35.	McMinnville Jr. High Gr. 7-9 (Counseling) Attendance	16
36.	McMinnville Sr. High Gr. 10-12 (Tutoring) G.P.A.	13
37.	McMinnville Sr. High Gr. 10-12 (Tutoring) 100 Competencies	11
38.	McMinnville Sr. High Gr. 10-12 (Math) Spec. Ed. Key	4
39.	McMinnville Sr. High Gr. 12 (Math) Spec. Ed. Key	1
40.	McMinnville Sr. High Gr. 10-12 (Counseling) Sports Participation	13
41.	McMinnville Sr. High Gr. 10-12 (Counseling) Jobs	14
	Total Page 2	180
	Total (must equal line I. 5 on first page) Total page 1 and 2	398

D. Findings and Interpretations of Educational Impact

Part II of the Yamhill County Evaluation Enrollment Reconciliation is organized by district and school. This provides a useful picture of what project activities are taking place in those organizational entities. It is also instructive to reorganize the data by the type of program component. This can be done by regrouping the data from the individual evaluation summary sheets. If we do so we find the following:

Type of Program Component		Number of Groups
General Tutoring		10
Reading		13
Mathematics		7
Preschool		2
Counseling -		
Job Experience	3	
Attendance Improvement	1	
Sports Participation	3	
		7
Total Components		39

There are two measures for each of the two preschool components. This brings the number of units to 41 which balances with the 41 Evaluation Summary Sheets.

The findings are presented in the tables which follow, organized by program component. In general the attempt is to answer the questions, How well did we do in our reading effort, our mathematics effort, etc.? Following each table is a discussion and interpretation. In some cases, conclusions and recommendations are included as a part of the discussion and interpretation.

Table 1-Yamhill

Summary Data
Four GENERAL TUTORING Groups
Which Used Pre/Post Testing

School and Grades	Test	No. of Students	No. With Data	No. With Pos. Gains	No. With Losses
Amity Grades 1-8	Iowa Level 8-14	13	7	7	0
McMinnville Adams - Grades 4-6	SRA Blue	5	0*	-	-
McMinnville Newby - Grades 4-5	SRA Blue	5	0*	-	-
McMinnville Newby - Grades 4-5	Metro. Achieve.	3	0*	-	-
Total	3 different tests	26	7	7	-

*McMinnville posttest data will not be available until later in the year.

Table 2-Yamhill

Summary Data
One GENERAL TUTORING Group
Which Used the 100 Oregon Competencies as a Measure

School	Grades	No. Students	No. With Data	No. With Pos. Gains	Average Gain*
McMinnville High	10-12	11	9	7	11

*Number of competencies attained between 2/76 and 5/76

Table 3-Yamhill

Summary Data
Five GENERAL TUTORING Groups
Which Used G.P.A. as a Measure

School and Grades	No. of Students	No. With Data	No. With Pos. Gain	Avg. Gain	No. Losses	Avg. Loss	No. Zeros
Amity Grade Grade 7-8	6	4	4	.5	0	--	0
Amity High Grades 9-12	8	8	2	.51	6	-.23	0
Dayton Jr. Sr. High Grades 7-12	32	32	14	.52	17	-.48	1
McMinnville Jr. High	16	16	7	.35	8	-.45	1
McMinnville Sr. High	13	13	9	.42	4	-.71	0
Totals	75	73	36	.46*	35	-.46*	2

*Weighted average

Findings and Interpretations

Four of the ten tutoring groups totaling 26 children attempted to use pre/post testing with a standardized instrument as a measure. However, in three of the four situations, the posttests were not available due to schedule of the district's test program. In the one situation where both pre and post-testing were carried out, there were 13 students. Data were available for 7 of the 13. All 7 made positive raw score gains. These limited data do not yield much information about the tutoring program but do suggest that there might be problems with the providing of testing for project purposes.

One of the ten groups attempted to use the 100 Oregon Competencies as a a measure. No information was provided as to what the specific competencies were or how they were measured. However, it was reported that eleven students participated. Of these, data were available for 9. Of the 9, 7 made positive gains. These 7 students gained an average of 11 competencies each.

Five of the 10 tutoring groups used Grade Point Average (G.P.A.) as a measure. It was expected that participation in the tutoring program would raise a student's G.P.A. from one semester or marking period to the next. Seventy-five students participated in the program in five different schools. Data were available for 73. Of these, 36 experienced slight average gains (+.46 G.P.A.) while 35 experienced slight average losses (-.46 G.P.A.). Two students showed no change. Such slight differences are probably attributable to chance factors. It would appear that the tutoring program, as it was conducted, did not make a great deal of difference in the G.P.A. attainment of these students. This program component appears to lack focus. In all five situations the blank used to record teacher name on the data form indicated several. The effort might be more successful if responsibility were fixed more clearly. Also it might be questioned as to whether a specific activity like tutoring can be expected to materially change such a general measure as G.P.A. It might be that a more individualized tutoring program with specific objectives would be more useful. Since the tutoring program involves large numbers of students (115 this year), it would seem that some program revisions would be in order.

Table 4-Yamhill

Summary Data
READING

School and District	Grades	Test	Number of Students	Comments
Dayton Grade	2-6	Gates MacGinitie Level 1 Form D	27	Data not usable, no such test. If it were Level D, Form 1, it would be inappropriate for Grades 2-3.
Dayton Grade	1-6	Gates Mac. Level 1 Form D	16	Data not usable, no such test. If it were Level D, Form 1, it would be inappropriate for Grades 1-3.
Dayton Jr.-Sr. High	7-12	Gates Mac. Level M Form E	17	Data not usable, no such test. If it were Level E it would be inappropriate for Grades 10-12. M merely indicates a machine scorable test. Level E is for Grades 7-9.
Adams (McMinnville)	1-3	Gates Mac. Readiness	5	Data available for three out of five students. Of the three there was one positive gain and two losses. (Raw Scores) No indication if total of eight scales.
Adams (McMinnville)	4-6	Gates Mac. Level D Form 1	5	Data available for three out of five students. All three show positive raw score gains, but no indication is given of whether this is a combined score or one of the four separate scales. Cannot interpret these data.
Cook (McMinnville)	1	McMillan Readiness	5	All five students had data. Three evidenced positive gains, one a loss, and one showed no change
Cook (McMinnville)	1	System 80 Levels	5	All five students had data. All five showed positive gains.

(Continued on Next Page)

Table 4-Yamhill Continued

School and District	Grades	Test	Number of Students	Comments
Cook (McMinnville)	4-6	SRA Reading Level BL Form E	7	Pretest data only. Posttest not administered--no data available.
Memorial (McMinnville)	1-6	Gates Mac. Level 1 Form D	6	Data not usable, no such test. If it were Level D, Form 1, it would be inappropriate for Grades 1-3.
Newby (McMinnville)	1	Metropolitan Readiness Primary I Form B	2	One child with data made 1 point raw score gain after 167 days.
Newby (McMinnville)	3-6	Metropolitan Reading Primary II Form G	4	Two students had data, one made growth of approximately one month, the other approximately 3 months after almost a full year of treatment.
Newby (McMinnville)	2+4	Metropolitan Primary I Form F	3	All three students had data. Two made gains of approximately one month and one showed no change after almost a full year of treatment.
McMinnville Jr. High	7-9	Nelson Reading Level Grades 3-9 Form B, Pre Form A, Post	6	All six students had data. One showed a loss of approximately 7 months. Five showed positive gains ranging from one month to one year and six months.

Findings and Interpretations

There were a total of 13 different reading components operating in 8 schools within the 3 districts. A total of 108 children participated in grades 1-12. A total of 10 different tests were used by the 13 groups. Four of the tests were not identified well enough to provide data which can be interpreted. If, as is suspected, the form and level designations were reversed, the levels would have been inappropriate for some of the children in the groups. In another case, the posttest was not scored in time to be used. Unfortunately, these 5 groups without interpretable data were among the largest of the 13. Usable data were available for only 28 of the 108 children. Twenty-one of the 28 showed small positive gains, 4 showed losses and 2 showed no change. One child showed a substantial gain.

It was noted that in 10 of the 13 components there was no single person designated as teacher; the word several or a list of names was given. Likewise in most of the cases a range of grade levels was indicated. These two factors may suggest a lack of focus for the reading program. It would seem that the reading components could be focused more sharply, fewer different tests used, fewer different methods of teaching used, and responsibility fixed with fewer people, or, if the situations of the individual children are extremely diverse, go to a completely individualized program with appropriate individual objectives, tests, and record keeping.

Table 5-Yamhill

Summary Data
MATHEMATICS

School and District	Grades	Test	No. of Students	Comments
Dayton Grade	1-6	Key Math	9	All nine children had data. All nine showed positive gains.
Cook (McMinnville)	1	Addison-Wesley Readiness	5	Data available for all five. Four made positive gains. One showed a loss.
Cook (McMinnville)	4-6	SRA-Math Level BL Form E	7	Posttest not scored.
Newby (McMinnville)	3, 4, 6	Metropolitan Primary II Form G	4	Data available for two of four children. Both made slight raw score gains equivalent to one month.
Newby (McMinnville)	2 and 4	Metropolitan Primary I Form F	3	Data available for all three children. All made positive raw score gains. However, one raw post score exceeded that possible on the test. Of the other two, one represented a gain of approximately 11 months, the other approximately 1 month.
McMinnville Sr. High	10-12	Mathematics Motivation Test	4	Data available for 3 of 4 children. All three show positive raw score gains.
McMinnville Sr. High	12	Key Math	1	Data available for one student who showed positive raw score gain.

Findings and Interpretation:

There were a total of 7 different mathematics components operating in the 4 schools within the 2 districts. A total of 35 students, grades 1-12, participated. Five different tests were used. In one case the posttest was not scored in time because of a change in the district testing program. Pre/post data were available for 22 of the 35 children. Of the 22 children with data, 21 showed positive raw score gains, one showed a loss. In the five cases where the raw scores could be converted to standard scores and grade equivalents, four children made slight gains, i.e., one month, and one made a gain of approximately 11 months.

Like the reading program, the mathematics program could benefit from a sharper focus. Since there are so few children involved (only 35) it would seem that an individualized tutorial program with separate objectives, tests, and records would not only be desirable but highly possible.

Table 6-Yamhill

Summary Data
PRESCHOOL

School and District	Age Group	Tests	No. of Children	Comments
Dayton Preschool	4	Northwest Syntax Screening Test	12	Data were available for 9 of the 12 children. All nine made positive gains.
		Preschool Academic Checklist	12	Data were available for 9 of the 12 children. All 9 made positive gains.
	5	Northwest Syntax Screening Test	19	Data were available for 16 of the 19. Of the 16, 15 made positive gains. One lost.
		Preschool Academic Checklist	19	Data were available for 16 of the 19. All made positive gains.

Findings and Interpretation:

A single preschool was operated in two sections, one for 4 year olds with 12 children and the other for 5 year olds with 19 children. Both sections had the dual objectives of teaching oral language and general reading and mathematics readiness. Both tested the children for oral language with the Northwest Syntax Screening Test and used the Preschool Academic Checklist to measure readiness. Data were available for 9 of the 12 four year olds and 16 of the 19 five year olds. In all cases except one, positive gains were shown by all children in both age groups on both tests. The data were well ordered and complete. The preschool program appears to be meeting its objectives. The test results corroborate the observations made during a site visit which indicate a well organized, well operated, successful program.

Table 7-Yamhill

COUNSELING COMPONENT

Sub-Component	School and District	Grades	Measure	No. of Students	Comments
Job Experience	Amity High	9-12	One or more job experiences	8	Five out of 8 received one or more job exper.
	Dayton Jr.-Sr. High	10-12	One or more job experiences	12	All 12 had one or more job experiences.
	McMinnville Sr. High	10-12	One or more job experiences	14	Five out of 14 had one or more job experiences.
				34	Twenty-two out of 34 achieved criterion
Attendance Improvement	McMinnville Jr. High	7-9	Improve percentage of attendance in 2nd semester over 1st	16	Fourteen of 16 showed positive improvement. Two showed losses. However, one of two had such high attendance 1st semester (97%) it is difficult to see why he was in the program. Chance factors could cause his 16 %age points decline.
Participation in Sports	Amity High	9-12	One or more instances of participation in school sports	8	Three of the 8 participated one or more times.

-Continued on next page-

Table 7 Continued

Sub-Component	School and District	Grades	Measure	No. of Students	Comments
Participation in Sports (Cont'd)	Dayton Jr.-Sr. High	[illegible]0-12	One or more instances of participation in school sports	12	All 12 participated one or more times.
	McMinnville Sr. High	10-12	One or more instances of participation in school sports	13	Only 1 out of 13 participated one or more times.
				33	Sixteen out of 33 met the criterion. Rates varied greatly by school.

Findings and Interpretation:

The counseling component had three sub-components operating in four schools within three districts. One sub-component was to provide job experiences to the 34 participating students. The second was to improve the percentage rate of attendance of 16 students. The third was to increase the amount of sports participation by 33 students.

In the job experience component, 22 of the 34 students met the criteria. However, the rate of achievement varied substantially between the three schools.

The attendance improvement sub-component operated in only one school. Of the 16 students participating, 14 made positive gains.

Three schools were involved in the sports participation component. Sixteen of the 33 students met the criterion of participating once or more. However, rates varied greatly in the three schools. In one, 12 out of 12 participated, in another, only one out of 13 participated.

In general, the data show that it is possible for counseling efforts to have an impact upon certain student behaviors and opportunities. The varied performance suggests the possible value of additional planning and coordination between units. Since the measures used--job participation, attendance, and sports participation--are so strongly affected by non-program factors, other measures should be sought. Also because of the highly individual nature of counseling, consideration should be given to a system of individual objectives and records.

Additional Commentary:

Additional comments have been offered by the Project staff in relation to the students who were exclusively Spanish speaking. The following is a direct quote.

"There were a few students enrolled this year at Newberg Schools, McMinnville Senior High, Columbus Elementary, Cook Elementary, and Memorial Elementary who spoke only Spanish. These students were not tested for two reasons: (1) the desire of each school was to teach the children English, so there would have been no purpose in testing their Spanish ability; and (2) the teachers did not wish to frustrate the students by testing them in English when they understood none of it. In each case, whether there was a Title I-M Program at the school or not, we saw to it that each student was tutored in Spanish and English. The goal of the Project with these students was to teach them enough English so that they could more readily fit back into the regular classes. The Project staff feel they were successful in some situations, but not in all."

"In Newberg, the Title I-M Program hired three different aides through the year and enlisted the help of the Human Resources Center in that town for volunteer tutoring. In each case the students were abandoned by the tutors for various reasons. The schools are still requesting help for these elementary and junior-high students."

"At McMinnville Senior High, a tenth-grade male was enrolled in the fall and at that time was signed up to take Spanish (a regular class), and he was assigned to the Title 1-M aide (a certified teacher) to take math. In addition to the bilingual math for which he earned credit, the Title I-M aide also worked with him in English. By the fourth quarter this student was given a full seven period regular class-load, and the aide was helping the student with interpreting and explaining classroom concepts to him in Spanish. The student has achieved a great deal in one school year, and the teachers are pleased with his ability."

"Also at McMinnville, one family had two students at Memorial and one at Columbus. At Memorial the Title I-M aide worked individually with these boys, and they achieved a great deal. At Columbus, there being no Title I-M aide, we hired a bilingual high-school senior to tutor the student each day, and we provided bilingual materials. The family moved after being in the McMinnville schools only about three months."

"At Cook School there was an unusual case. The student in question was a first grader from a Spanish background, and he was hard of hearing. The previous year we had him diagnosed at two special hearing centers in Oregon, and we were able to get him one hearing aid through the Oregon State Audiologist. This year the boy was in the first grade, and the Title I-M aide worked with him individually on the Peabody Kit, Systems 80 and several other bilingual materials loaned the school by Title I-M. He also worked with the District Speech Therapist twice per week. Title I-M was also able to obtain a second hearing aid through the Audiologist this spring. The change in this boy has been dramatic. Through kindergarten he had about a 70% hearing loss, and coupled with a language problem, immaturity and a natural shyness, this student rarely communicated. Now the hearing has been corrected to a 20% loss, and he is learning to communicate and is a happy student. He has learned to care for his hearing aids and is now wearing them at home as well as at school. He will be retained again next fall in first grade, but he is now ready and equipped for learning."

E. Recommendations

1. Try to reduce the number and diversity of components operated by the program; thirty nine appears to be too many for management purposes. The great number of separate components appears to be an attempt to cope with the very real problems of diversity of experience and ability of students. A more promising approach might be to go to truly individualized programs, and then consider all those students with individualized programs as a single component for management and evaluation purposes. This has been accomplished in other places.

2. Try to reduce the number of different standardized tests used. Do not use standardized tests unless they are clearly good measures of what the component is supposed to accomplish. There is no obligation to pre-posttest with a standardized instrument. Other types of measures are available. When standardized tests are used, make certain that all persons involved understand and follow the publishers directions. It is not wise to assume that aides can handle standardized tests without instruction.

3. Do not use a general measure such as Grade Point Average with a highly specific activity such as tutoring. Try to select a measure that is specific. Specificity in both the activities conducted and the measurements used is highly recommended. The highly successful Dayton Preschool might be used as a model in this respect.

4. When selecting measures beware of confounding factors which may be beyond the control of the project. For example, participation in job experience activities may be more dependent upon the general economic conditions in the community than on anything the project might do.

5. Carefully review the enrollment and attendance patterns of the children. If the migration patterns described in the beginning of this report are accurate and the low rate of availability of data is the result of student movement, then it might be useful to reconsider the design, including length, of instructional units or programs used with the children who are truly migrants, i.e., move in and out during the school year. More specific units, of a shorter duration, might be appropriate for many children. The successful short term summer programs might be worth examining for clues in this connection.

Appendix A

Yamhill Area

Sample Test Summary Sheet

p 82, blank

Date of this document:
Prelim. Plan ____
Pretest Sub. ____
Posttest Sub. ____

Test Summary Sheet

OREGON MIGRANT EDUCATION PROGRAM

Page 1 of ___
School Year ________
Regular Program ☐
Summer Program ☐

Area ________________ District ______________ School ________________

Group Identification:

Teacher ____________ Grade ___ No. Children Expected ___ Group ______________

Objective: ____

Criterion: ____

Treatment/Program: ____

Min. Days ________

Name of Test ____________________ Level ___ Form ___ Other ________

No.	Identification Number or Children's Names	Number of Days in Treatment/ Program	RAW SCORES				(Do Not Write in These Spaces)
			Pretest		Posttest		
			Mo.-Day	Score	Mo.-Day	Score	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

p 84, blank

Page ___ of ___

No.	Identification Number or Children's Names	Number of Days in Treatment/ Program	RAW SCORES				
			Pretest		Posttest		
			Mo.- Day	Score	Mo.- Day	Score	

p 86, blank

Appendix B

Yamhill Area

Support Service Statistics

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YEAR-END STATISTICAL INFORMATION

AREA Yamhill

Total bus miles	15,000 preschool only		
Health examinations	14		
Health referrals			
Health emergencies	21		
Health screening referrals			
Dental examinations	11		
Dental referrals	8		
Visual screening referrals			
Visual examinations	2		
Glasses repair	2		
Hearing examinations			
Hearing referrals			
Breakfasts			
Morning snacks	3,500		
Hot lunches	26,000		
Afternoon snacks	3,500		
Clothing referrals			
Number of teachers	3		
Number of aides			
Target group	6		
Other	8		
How many are bilingual	6	Total	14 (2 - 1/2 time)
Number of volunteers			
Target group	0		
Other	0	Total	0
Number of Certificated Personnel Employed (FTE)			
Bilingual		Home School Counselors	
Target group	4		
Other	.5		
English-speaking only			
Target group	0		
Other	0		
TOTAL	4.5		

p 90, blank

KLAMATH AREA
MIGRANT EDUCATION PROJECT
REGULAR TERM 1975-76
EDUCATIONAL IMPACT REPORT

p 92, blank

A. Migrant Patterns in the Klamath Area, School Year 1975-76

In Klamath County there are two general migrant groups. In September, we have a large influx of families for the potato harvest which lasts until early December. About a third of these families winter here and get steady jobs in the potato packing sheds. The second group consists of individuals who come throughout the year seeking work in farm labor, on dairies, and on tree farms. Most of our families migrate from California and return there upon leaving the Klamath Area. A few families are intrastate working in the Willamette Valley or Ontario during the summer making the Klamath Area their home base. A small number of families migrate between here and Texas. Our families are mostly Anglo but we have about ten English-speaking Mexican-American families.

P 94, blank

B. General Statistics for Middle of Second Semester 1975-76, Klamath Area

1. Number of school districts in area served in IM program 1

   a. Total number of elementary (K-6 or K-8) schools in IM program. 2

   b. Total number of junior high (7-8 or 7-9) schools in IM program. 0

   c. Total number of high (9-12 or 10-12) schools in IM program. 1

   Total number of schools 4

2. Numbers of eligible IM pupils

   a. By Migrant Type (as of middle of second semester)

      (1) Type I, Active Interstate 81

      (2) Type II, Active Intrastate.................................. 82

      (3) Type III, Settled In 135

      Total 298

   b. By Approximate Age/Grade Categories (as of middle of second semester)

      (1) Preschool (ages 4-5) 0

      (2) Elementary (6-11) grades K-6 165

      (3) Junior high (11-12 or 13) grades 7-8 or 7-9 63

      (4) High school (13-18) grades 8-12 or 10-12.................... 70

      Total 298

   c. By Ethnic Category (Estimated as of middle of second semester)

      (1) Mexican-American 26

      (2) Other 272

      Total 298

   d. By Language Dominance (Estimated as of middle of second semester)

      (1) Spanish Dominant 0

      (2) English Dominant 298

      Total 298

   e. End of Term Total Enrollment ......(From Form 2336)................ 300

   f. End of Term Total ADM ....(From Form 2336)................ 136

3. Personnel (paid by Title IM funds): (Count as of middle of second semester)

	Total Head Count	FTE
Teachers/Counselors/Resource Teachers	4	3.5
Aides	15	13
Administrators and/or other support staff*	2	1.5
Total	21	18

*Any person other than teacher/counselor or aide

4. Total IM budget for FY 75-76

Total personnel costs	$ 92,501
All other costs	27,483
Total	$119,984

C. Enrollment Reconciliation

The Enrollment Reconciliation Sheet which follows is divided into two parts. Part I shows that there were 298 eligible I-M children. Of these, 188 were deemed not to be in need of extra educational services by virtue of their performing at or above grade level on standardized tests and/or satisfactory classroom performance. (These 188 children were still eligible for and may have received support services of various types.) The 110 remaining children were served in varying ways and amounts as was judged appropriate in each of their individual cases. Three children participated in only one program component, 35 participated in two, and 72 participated in three educational program components. Thus, a total of 289 child/components were conducted. The actual educational program components which were conducted and the numbers of children who participated in each are displayed in Part II of the Enrollment Reconciliation Sheet. A total of 66 different components were operated in the four schools covering grades 1-12. Average enrollment in each component was 3.1 with the range being from 1 to 9. The Enrollment Reconciliation Sheet is arranged by school, grade, and subject. This, in effect, provides a working definition of a program component. It is a group of children of a particular grade and school who are receiving extra help in a particular subject by means of a clearly defined approach. The additional element is that the progress of all the children in the component is evaluated by the use of the same test for each child. The Enrollment Reconciliation Sheet was backed up by 66 Test Summary Sheets (one for each component). These Test Summary Sheets identify the group, state the objective, briefly describe the educational treatment, and identify the test. The dates and scores of the pre and posttest are given and the number of days of actual participation for each child is shown. (A sample Test Summary Sheet is shown in the Appendix.) Taken together the Enrollment Reconciliation Sheet and the supporting Test Summary Sheets provide a comprehensive record of the Klamath Area I-M educational activities.

Following the Enrollment Reconciliation Sheet is a component by component analysis of educational attainment grouped by:

1. Reading-Vocabulary
2. Reading-Comprehension
3. Mathematics

The analysis summarizes the data contained in the Test Summary Sheets. As would be expected with a migrant group, complete test data were not available for all students. Pre-post data were available for 211 of the 289 child/components. Posttest scores were missing for the other 78 because of their having moved away.

ENROLLMENT RECONCILIATION

Area Klamath County as of June 1, 1976

I. Enrollment Reconciliation

1. Total eligible I-M children	298
2. No. children assessed but not needing educational services	188
3. No. children not served, but who need Title I-M help	0
4. No. children receiving educational services	110

a. No. children in only 1 prog. component 3 X 1 = 3

b. No. children in only 2 prog. components 35 X 2 = 70

c. No. children in only 3 prog. components 72 X 3 = 216

110 289

II. Educational Program Components*

	No. children
1. Merrill Grade 1 (Reading)	8
2. Merrill Grade 1 (Math)	3
3. Bonanza Grade 1 (Reading)	5
4. Malin Grade 1 (Reading)	4
5. Merrill Grade 2 (Reading)	5
6. Merrill Grade 2 (Math)	2
7. Bonanza Grade 2 (Vocabulary)	3
8. Bonanza Grade 2 (Comprehension)	3
9. Merrill Grade 3 (Reading)	3
10. Merrill Grade 3 (Math)	3
11. Bonanza Grade 3 (Vocabulary)	7
12. Bonanza Grade 3 (Comprehension)	7
13. Malin Grade 3 (Reading)	1
14. Malin Grade 3 (Math)	1
15. Malin Grade 4 (Comprehension)	8
16. Malin Grade 4 (Vocabulary)	8
Total Page 1	72

*Number and type of program components to be determined locally

Enrollment Reconciliation Continued

	No. children
17. Malin Grade 4 (Math)	8
18. Bonanza Grade 4 (Vocabulary)	6
19. Bonanza Grade 4 (Comprehension)	6
20. Merrill Grade 4 (Reading)	2
21. Merrill Grade 4 (Math)	6
22. Bonanza Grade 5 (Vocabulary)	5
23. Bonanza Grade 5 (Comprehension)	5
24. Merrill Grade 5 (Reading)	4
25. Merrill Grade 5 (Math)	6
26. Malin Grade 5 (Math)	6
27. Malin Grade 5 (Vocabulary)	7
28. Malin Grade 5 (Comprehension)	7
29. Bonanza Grade 6 (Vocabulary)	4
30. Bonanza Grade 6 (Comprehension)	4
31. Merrill Grade 6 (Math)	3
32. Merrill Grade 6 (Reading)	2
33. Malin Grade 6 (Math)	7
34. Malin Grade 6 (Vocabulary)	9
35. Malin Grade 6 (Comprehension)	9
36. Bonanza Grade 7 (Vocabulary)	3
37. Bonanza Grade 7 (Comprehension)	3
38. Merrill Grade 7 (Reading)	6
39. Merrill Grade 7 (Math)	6
40. Malin Grade 7 (Comprehension)	3
41. Malin Grade 7 (Vocabulary)	3
Total Page 2	130

Enrollment Reconciliation Continued

		No. children
42.	Malin Grade 7 (Math)	2
43.	Bonanza Grade 8 (Vocabulary)	5
44.	Bonanza Grade 8 (Comprehension)	5
45.	Merrill Grade 8 (Reading)	6
46.	Merrill Grade 8 (Math)	6
47.	Malin Grade 8 (Vocabulary)	3
48.	Malin Grade 8 (Comprehension)	3
49.	Malin Grade 8 (Math)	3
50.	Lost River High School Freshmen (Comprehension)	5
51.	Lost River High School Freshmen 2 (Vocabulary)	5
52.	Lost River High School Freshmen 2 (Comprehension)	3
53.	Lost River High School Freshmen 2 (Vocabulary)	3
54.	Lost River High School Grade 9 (Math)	4
55.	Bonanza Grade 9 (Vocabulary)	2
56.	Bonanza Grade 9 (Comprehension)	2
57.	Lost River High School Sophomores (Comprehension)	7
58.	Lost River High School Sophomores (Vocabulary)	7
59.	Bonanza Grade 10 (Vocabulary)	1
60.	Bonanza Grade 10 (Comprehension)	1
61.	Bonanza Grade 11 (Vocabulary)	1
62.	Bonanza Grade 11 (Comprehension)	1
63.	Lost River High School Juniors and Seniors (Comprehension)	5
64.	Lost River High School Juniors and Seniors (Vocabulary)	5
65.	Bonanza Grade 12 (Comprehension)	1
66.	Bonanza Grade 12 (Vocabulary)	1
	Total Page 3	87
	Total (must equal line I. 5 on first page) Total page 1, 2, 3:	289

Klamath County

READING-Vocabulary COMPONENT

School and District	Grades	Test	Number of Students	Comments
Bonanza	1	Total Readiness Battery (Pre) Gates MacGin. (Post)	5	Pre and post testing was done with different instruments, therefore no interpretation can be made directly.
	2	Gates-MacGin. Level B Form 1 (Pre) Level B Form 2 (Post)	3	Pre-post data was available for two of the three. Both students showed individual raw score gains.
	3	Gates-MacGin. Level C Form 1 (Pre) Level C Form 2 (Post)	7	Pre and posttest data are available for five of the seven students. All five showed individual raw score gains.
	4	Gates-MacGin. Level D Form 1 (Pre) Level D Form 2 (Post)	6	Pre and posttest data are available for all six students. Three of the six showed individual raw score gains; one remained the same; one student showed a loss.
	5	Gates-MacGin. Level D Form 1 (Pre) Level D Form 2 (Post)	5	Pre and posttest data are available for three of the five students. Two of the three showed individual raw score gains. One showed a loss.
	6	Gates-MacGin. Level D Form 1 (Pre) Level D Form 2 (Post)	4	Pre and posttest data are available for all four of the students. All four students showed individual raw score gains.
	7	Gates-MacGin. Level E Form 1 (Pre) Level E Form 2 (Post)	3	Pre and posttest data are available for two of three students. Both students showed raw score gains.

-Continued-

School and District	Crades	Test	Number of Students	Comments
Bonanza (cont'd)	8	Gates MacGin. Level E Form 1 (Pre) Level E Form 2 (Post)	5	Pre and posttest data are available for all five students. Four of the five showed individual raw score gains while one student showed a loss.
	9	Gates MacGin. Level E Form 1 (Pre) Level E Form 2 (Post)	2	Pre and posttest data are available for only 1 of the two students. This student showed a loss.
	10-12	Gates MacGin. Level F Form 1 Level F Form 2	3	Pre and posttest data are available for all three of the students. Two of the students showed raw score gains; one showed a loss.
Malin	1	Total Readiness Battery (Pre) Gates MacGin. Level A Form 1 (Post)	4	Pre and post testing was done with different instruments, therefore no interpretation can be made.
	2	Gates MacGin. Level B Form 1 (Pre)	1	The student moved from the School District before posttesting.
	3	Gates MacGin. Level G Form 1	1	Pre/post data show that the student evidenced a raw score gain of 11.
	4	Gates MacGin. Level D Form 1 (Pre) Level D Form 2 (Post)	8	Pre/post data is available for only three of the eight students. Two showed individual raw score gains; one showed a loss.
	5	Gates MacGin. Level D Form 1 (Pre) Level D Form 2 (Post)	7	Pre/post data is reported for six of the seven students. Four of the six evidenced raw score losses while only two showed raw score gains.

-Continued-

School and District	Grades	Test	Number of Students	Comments
Malin Cont'd	6	Gates MacGin. Level D Form 1 (Pre) Level D Form 2 (Post)	9	Pre and posttest data are available for five of the nine students. Four of the five evidenced individual raw score gains; one student showed a loss.
	7	Gates MacGin. Level E Form 1 (Pre) Level E Form 2 (Post)	3	Pre/post data are available for only two of the three students. One of these two showed a loss, the other a gain.
	8	Gates MacGin. Level E Form 1 (Pre) Level E Form 2 (Post)	3	Pre/post data were reported for only two of the three students. One evidenced a gain; one showed a loss.
Merrill*	1	Gates MacGin. Level A Form 1	8	Merrill School reported combined scores for reading vocabulary and reading comprehension. Therefore, student performance in either cannot be shown.
	2	Gates MacGin. Level B Form 1 (Pre) Level B Form 2 (Post)	5	
	3	Gates MacGin. Level C Form 1 (Pre) Level C Form 2 (Post)	3	
	4	Gates MacGin. Level D Form 1 (Pre) Level D Form 2 (Post)	2	

*In Merrill School, both reading vocabulary and reading comprehension were combined for pre and posttesting.

-Continued-

School and District	Grades	Tests	Number of Students	Comments
Merrill Cont'd	5	Gates MacGin. Level D Form 1 (Pre) Level D Form 2 (Post)	4	
	6	Gates MacGin. Level D Form 1 (Pre) Level D Form 2 (Post)	2	
	7	Gates MacGin Level E Form 1 (Pre) Level E Form 2 (Post)	6	
	8	Gates MacGin. Level E Form 1 (Pre) Level E Form 2 (Post)	6	
Lost River High School	9 (Fr. 1)	Gates MacGin. Level E Form 1 (Pre) Level E Form 2 (Post)	5	Pre/post data are available for all five students. All five students evidenced an individual raw score gain.
	9 (Fr. 2)	Gates MacGin. Level E Form 1 (Pre) Level E Form 2 (Post)	3	Pre/post data were reported for all three students. All three showed individual raw score gains.
	10	Gates MacGin. Level F Form 1 (Pre) Level F Form 2 (Post)	7	Pre/post data are available for six of the seven students. All six evidenced individual raw score gains.
	11-12	Gates MacGin. Level F Form 1 (Pre) Level F Form 2 (Post)	5	Pre/post data were reported for all five; all five showed individual raw score gains.

Klamath County

READING-Comprehension COMPONENT

School and District	Grades	Test	Number of Students	Comments
Bonanza	1	Total Readiness Battery (Pre) Gates MacGin. (Post)	5	Pre and posttesting were done with different instruments, therefore no interpretation can be made.
	2	Gates MacGin. Level B Form 1 (Pre) Level B Form 2 (Post)	3	Pre/post data were reported for two of the three students. Both students evidenced individual raw score gains.
	3	Gates MacGin. Level C Form 1 (Pre) Level C Form 2	7	Pre/post data are available for five of the seven students. All five showed individual raw score gains.
	4	Gates MacGin. Level D Form 1 (Pre) Level D Form 2 (Post)	6	Pre/post data are available for all six students. All six evidenced individual raw score gains.
	5	Gates MacGin. Level D Form 1 (Pre) Level D Form 2 (Post)	5	Pre/post data are available for three of the five students. Individual raw score gains are reported for all three.
	6	Gates MacGin. Level D Form 1 (Pre) Level D Form 2 (Post)	4	Pre/post data are available for all four students. All four also showed individual raw score gains.
	7	Gates MacGin. Level E Form 1 (Pre) Level E Form 2 (Post)	3	Pre/post data are reported for two of the three students. Both showed individual raw score gains.

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School and District	Grades	Test	Number of Students	Comments
	8	Gates MacGin. Level E Form 1 (Pre) Level E Form 2 (Post)	5	Pre/posttest data are available for all five students. All five evidenced individual raw score gains.
	9	Gates MacGin. Level E Form 1 (Pre) Level E Form 2 (Post)	2	Of the two students, pre/post data are available for only one. This student showed an individual raw score gain.
	10-12	Gates MacGin. Level F Form 1 (Pre) Level F Form 2 (Post)	3	Pre and posttest data are available for all three students. Two of the three showed raw score gains while one student showed a loss.
Malin	1	Total Readiness Battery (Pre) Gates MacGin. Level A Form 1 (Post)	4	Pre and posttesting was done with different instruments, therefore no interpretation can be made.
	2	Gates MacGin. Level B Form 1	1	Pre and posttest data show that the student moved before posttesting.
	3	Gates McGin. Level C Form 1	1	The only student showed an individual raw score gain of 8 on the comprehension subtest in reading.
	4	Gates MacGin. Level D Form 1 (Pre) Level D Form 2 (Post)	8	Pre/post data for four of the eight students are reported. Two of the four showed a raw score gain while two showed a loss.
	5	Gates MacGin. Level D Form 1 (Pre) Level D Form 2 (Post)	7	Pre/post data are available for six of the seven students. Five of the six showed raw score gains, but one student showed a loss.

-Continued-

School and District	Grades	Test	Number of Students	Comments
	6	Gates MacGin. Level D Form 1 (Pre) Level D Form 2 (Post)	9	Pre/post data are available for five of the nine students. All five showed individual raw score gains.
	7	Gates MacGin. Level E Form 1 (Pre) Level E Form 2 (Post)	3	Pre/post scores for two of the three students was available. Both showed individual raw score gains.
	8	Gates MacGin. Level E Form 1 (Pre) Level E Form 2 (Post)	3	Pre/post scores for two of the three students was available. One showed a raw score gain; the other stayed the same.
Merrill*	1	Gates MacGin. Level A Form 1	8	Merrill School reported combined scores for reading vocabulary and reading comprehension. Therefore, student performance in either cannot be determined.
	2	Gates MacGin. Level B Form 1 (Pre) Level B Form 2 (Post)	5	
	3	Gates MacGin. Level C Form 1 (Pre) Level C Form 2 (Post)	3	
	4	Gates MacGin. Level D Form 1 (Pre) Level D Form 2 (Post)	2	

*In Merrill School, both reading vocabulary and reading comprehension were combined for pre and posttesting.

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School and District	Grades	Test	Number of Students	Comments
Merrill Cont'd	5	Gates MacGin. Level D Form 1 (Pre) Level D Form 2 (Post)	4	
	6	Gates MacGin. Level D Form 1 (Pre) Level D Form 2 (Post)	2	
	7	Gates MacGin. Level E Form 1 (Pre) Level E Form 2 (Post)	6	
	8	Gates MacGin. Level E Form 1 (Pre) Level E Form 2 (Post)	6	
Lost River High School	9 Fr. 1	Gates MacGin. Level E Form 1 (Pre) Level E Form 2 (Post)	5	Pre/post data are available for all five students. All five showed individual raw score gains.
	9 Fr. 2	Gates MacGin. Level E Form 1 (Pre) Level E Form 2 (Post)	3	Raw score data were reported for all three students All three showed an individual raw score gain.
	10	Gates MacGin. Level F Form 1 (Pre) Level F Form 2 (Post)	7	Pre/post data are available for six of the seven students. All but one of the six showed a gain. The other student remained the same.
	11-12	Gates MacGin. Level F Form 1 (Pre) Level F Form 2 (Post)	5	Raw score data were reported for all five students. All five evidenced raw score gains.

Klamath County

MATH COMPONENT

School and District	Grades	Test	Number of Students	Comments
Malin	2	WRAT	1	The student moved from the district before posttesting.
	3	WRAT	1	The student showed a raw score gain of 3.
	4	WRAT	8	Pre/post data is available for four of the eight students. All four evidenced individual raw score gains.
	5	WRAT	6	Pre/post data are available for three of the six students. All three showed a raw score gains.
	6	WRAT	7	Available pre/post data were reported for four of the seven students. The data show that all four evidenced individual raw score gains.
	7	WRAT	2	Pre/post scores were reported for both students. Both students evidenced individual raw score gains.
	8	WRAT	3	Pre/post scores were reported for two of the three. Both students showed raw score gains.

-Continued-

School and District	Grades	Tests	Number of Students	Comments
Merrill	1	WRAT	3	Pre/post data are available for two of the three students. Both evidenced raw score gains.
	2	WRAT	2	Pre/post scores were reported for only one of the two students. This student showed a raw score gain of 9.
	3	WRAT	3	Data were reported for all three students. All three students showed raw score gains.
	4	WRAT	6	Of the six students, data were reported for only 4. Three of the four showed individual raw score gains. The other student remained the same.
	5	WRAT	6	Pre/post data were reported for all but one of the six students. All five showed individual raw score gains.
	6	WRAT	3	Pre/post data were reported for only two of the three students. Both evidenced individual raw score gains.
	7	WRAT	6	Pre/post data is available for four of the six students. All four showed raw score gains.

School and District	Grades	Test	Number of Students	Comments
Merrill Cont'd	8	WRAT	6	Available pre/post data were reported for three of the six students. Two of the three showed a slight raw score gain while one stayed the same.
Lost River High School	9	WRAT	4	Pre/post scores are reported for all four of the students. All four evidenced raw score gains.

In summary, pre/posttest data were available for 211 of the 289 child/components. Of the 211, 181 (or 86%) showed positive gains on the posttest.

Three tables follow. Table 1-Klamath shows school by school attainment figures. Table 2-Klamath shows attainment by subject area. Table 3-Klamath shows attainment by level: Primary (1-3), Middle Elementary (4-6), and Secondary (7-12). In all three tables, attainment is defined as total students showing gains/total students with pre/post data.

Table 1-Klamath

School		Attainment
Bonanza		53/62 = 85%
Lost River		42/42 = 100%
Malin		44/57 = 77%
Merrill		42/50 = 84%
	Total	181/211 = 86%

Table 2-Klamath

Subject Area		Attainment
Reading-Vocabulary		54/69 = 78%
Reading-Comprehension		58/70 = 83%
Mathematics		42/44 = 95%
	Total	154/183 = 84%

Table 3-Klamath

Educational Level	Attainment
Primary (1-3)	23/24 = 96%
Middle Elementary (4-6)	63/77 = 82%
Secondary (7-12)	74/83 = 89%
	160/184 = 87%

In general, the program in the Klamath Area can be described as successful whether viewed from the point of district attainment, as shown in Table 1, subject area, shown in Table 2, or educational level, as shown in Table 3.

The Klamath Area Project is a good example of coping with the problems of migrant education in remote rural areas where the numbers of students at any one location and at a particular educational level are small, but where the total number of children to be accounted for is fairly large.

The general strategy followed in all of the schools, at each of the levels, and for both reading and mathematics is essentially the same. An experienced professional teacher makes an individual diagnosis of each child's problems. Then she writes a detailed plan (prescription) which is carried out under her supervision by trained aides. Careful day by day records are kept. The objectives established for each child are within the general objectives established for the Project. The sum of individual attainments amounts to the accomplishment of the Project goal. Therefore, pre/posttesting for program evaluation purposes makes sense. It is not in conflict with the educational plans of the individual students and the efforts and purposes of the teachers. Rather, it is a confirmation of what is known about a large number of individual children.

E. Recommendations

1. Consider sharply reducing the number of components. Since the treatment (individual diagnosis, prescription, and small group instruction) provided is essentially similar at all grade levels and schools, it would seem that there could be some combining. Perhaps evaluation groupings could be defined by subject area and educational level. This would coincide with the practicality of selecting tests by level. This would not change the existing small instructional groups.

2. Seek an alternative to the present first grade testing which uses the Gates MacGinitie Readiness as a pretest and the Primary A as a posttest since the resultant scores are difficult to interpret. One alternative might be to pretest with the Readiness in September and the Primary A in January and then posttest with both at the end of the school year.

3. Strive to maintain the high quality of individualized educational programming and accountability displayed in this year's Project.

Appendix

Klamath Area

Support Service Statistics

YEAR-END STATISTICAL INFORMATION AREA Klamath

Total bus miles	246,167	
Health examinations	13	
Health referrals	13	
Health emergencies	2	
Health screening referrals	6	
Dental examinations	21	
Dental referrals	13	
Visual screening referrals		
Visual examinations	10	
Glasses repair	7	
Hearing examinations		
Hearing referrals		
Breakfasts		
Morning snacks	51	
Hot lunches	31,248	
Afternoon snacks		
Clothing referrals		
Number of teachers	2.5	
Number of aides Target group	1	
Other	13.5	
How many are bilingual	0	Total 14.5
Number of volunteers Target group	0	
Other	0	Total

Number of Certificated Personnel Employed (FTE)

Bilingual Target group	0	Home School Counselors
Other	0	
English-speaking only Target group	0	
Other	2.5	
TOTAL	2.5	

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MALHEUR AREA
MIGRANT EDUCATION PROJECT
REGULAR TERM 1975-76
EDUCATIONAL IMPACT REPORT

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A. Migration Patterns in the Malheur Area, School Year 1975-76

There are two basic migrant groups that work in the Malheur County Area. One group, the home-base migrants, works in nearby food processing plants in the winter time and migrates in the summer to Idaho, Wyoming, Montana and Washington states to perform stoop labor. Then they return to work in their area in the summer or autumn.

The other group comes from Eagle Pass and the Rio Grande Valley area in Texas. They usually arrive in mid-April and stay until mid-October and perform field work.

Both groups, mostly Mexican-American and Spanish speaking, belong to the Snake River Valley Fire Fighters. They fight fires from the Southern states to Alaska. At mid-summer, there are about 500 families in the area, many of these children are in our summer program. The labor camps are filled by the end of April. This pattern has remained the same for the past few years.

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B. General Statistics for Middle of Second Semester 1975-76, Malheur Area

1. Number of school districts in area served in IM program 5

a. Total number of elementary (K-6 or K-8) schools in IM program. 8

b. Total number of junior high (7-8 or 7-9) schools in IM program. 2

c. Total number of high (9-12 or 10-12) schools in IM program. 2

Total number of schools 12

2. Numbers of eligible IM pupils

a. By Migrant Type (as of middle of second semester)

(1) Type I, Active Interstate 521

(2) Type II, Active Intrastate.................................... 251

(3) Type III, Settled In 329

Total 1101

b. By Approximate Age/Grade Categories (as of middle of second semester)

(1) Preschool (ages 4-5) 147

(2) Elementary (6-11) grades K-6 597

(3) Junior high (11-12 or 13) grades 7-8 or 7-9 225

(4) High school (13-18) grades 8-12 or 10-12.................... 132

Total 1101

c. By Ethnic Category (Estimated as of middle of second semester)

(1) Mexican-American 1038

(2) Other 63

Total 1101

d. By Language Dominance (Estimated as of middle of second semester)

(1) Spanish Dominant 178

(2) English Dominant 923

Total 1101

e. End of Year Total Enrollment ....(From Form 2336).................... 1043

f. End of Year Total ADM ....(From Form 2336).................... 775

3. Personnel (paid by Title IM funds): (Count as of middle of second semester)

	Total Head Count	FTE
Teachers/Counselors/Resource Teachers	13	9.27
Aides	22	15.5
Administrators and/or other support staff*	12	9.6
Total	47	34.37

*Any person other than teacher/counselor or aide

4. Total IM budget for FY 75-76

Total personnel costs	$ 214,000
All other costs	68,825
Total	$ 282,825

C. Enrollment Reconciliation Sheet

The enrollment reconciliation sheet which follows is divided into two parts. Part I indicates a total of 954 children were eligible for Title I-M services. Of the 954, 154 were judged not to be in need of extra educational services by virtue of their performance at or above grade level on standardized tests and/or satisfactory classroom performance. Forty-two of the remaining 800 eligible did not receive service even though a need existed. The remaining 758 students did receive educational services based on individual needs. Of the 758, 458 were enrolled in one component and 300 were enrolled in two program components. Thus, a total of 1058 child/components were conducted.

The actual educational program components conducted and the numbers of children who participated in each are displayed in Part II of the Enrollment Reconciliation Sheet. A total of sixteen components were operated in the 12 schools covering preschool through grade 12. Average enrollment in each component was 66, with the range being from 13-187.

The components indicate school, subject and general grade categories; i.e., preschool, elementary, junior/senior high.

Thus, components indicate groups of children who are receiving extra help in a particular subject by means of a clearly defined approach. The Enrollment Reconciliation Sheet was backed up by 52 Test Summary Sheets. These Test Summary Sheets identify the group, state the objective, briefly describe the educational treatment and identify the test. The dates and scores of the pre and posttests are given and the actual number of days participation for each child are displayed. Taken together, the Enrollment Reconciliation Sheet and the Test Summary Sheets provide a comprehensive record of the Malheur Area I-M educational activities.

Following the Enrollment Reconciliation Sheet is an analysis of educational attainment for each component. As would be expected with a migrant group, complete test data were not available for all students. Pre/post data were available for 1457 of the 1706 child/components. The 1706 is more than the number of students enrolled because in several instances students were participating in more than one component and in several cases were evaluated by more than one test.

ENROLLMENT RECONCILIATION

Area Malheur as of June 2, 1976

I. Enrollment Reconciliation

1.	Total eligible I-M children				954
2.	No. children assessed but not needing educational services				154
3.	No. children not served, but who need Title I-M help				42
4.	No. children receiving educational services				758
a.	No. children in only 1 prog. component	458	X 1 =	458	
b.	No. children in only 2 prog. components	300	X 2 =	600	
c.	No. children in only 3 prog. components	--	X 3 =	--	
		758		1058	

II. Educational Program Components*

		No. children
1.	Ontario Preschool (4-year olds) Language Development	32
2.	Nyssa Preschool (4 year olds) Language Development	13
3.	Ontario Preschool (5 year olds) Language Development	50
4.	Nyssa Preschool (5 year olds) Language Development	18
5.	Adrian Preschool (5 year olds) Language Development	18
6.	Ontario Grades 1-6 Language Development	67
7.	Vale Grades 1-6 Language Development	18
8.	Nyssa Grades 1-6 Language Development	44
9.	Ontario Grades 1-6 Reading Development	187
10.	Vale Grades 1-6 Reading Development	34
11.	Annex Grades 1-8 Reading Development	26
12.	Nyssa Grades 1-6 Reading Development	159
13.	Ontario Grades 7-12 (Secondary) Reading Development	66
14.	Nyssa Grades 7-12 (Secondary) Reading Development	130
15.	Ontario Grades 7-12 (Secondary) Spelling	66
	Total Page 1	928

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*Number and type of program components to be determined locally

Enrollment Reconciliation Continued

		No. children
16.	Nyssa Grades 7-12 (Secondary) Spelling	130
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		
26.		
27.		
28.		
29.		
30.		
31.		
32.		
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34.		
35.		
36.		
37.		
38.		
39.		
40.		
	Total Page 2	130
	Total (must equal line I. 5 on first page) Total page 1 and 2	1058

D. Findings and Interpretations of Educational Impact

MALHEUR COUNTY

Preschool Component

School and District	Grade	Test	No. of Students	Comments
May Roberts	4 yr. olds	Academic Checklist (Spanish)	11	Pre and posttest data are available for all 11 students. All students showed raw score gains.
May Roberts	Pre-school	TOBE - Spanish Language	22	Pre and posttest data are available for all 22 students/ All 22 showed raw score gains.
May Roberts	Pre-school	TOBE - Mathematics (English)	23	Pre and posttest data are available for all 23 students. All 23 showed a raw score gain.
May Roberts	Pre-school	TOBE - Mathematics (Spanish)	22	Pre and posttest data are available for all 22 students. All 22 showed raw score gains.
May Roberts	Pre-school 5-6 yr. olds	TOBE - Language (English)	23	Pre and posttest data available for all 23 students. All 23 showed a raw score gain.
May Roberts	Pre-school 4 yr. olds	Academic Checklist (English)	11	Pre and posttest data are available for all 11 students. Data show raw score gains by all 11.

School or District	Grade	Test	Number of Students	Comments
Adrian	5 yr. olds	Preschool Academic Checklist	9	Pre and posttest scores are available for all nine students. All nine showed individual raw score gains.
Adrian	5 yr. olds	Ingleman's Basic Concept Inventory	9	Pre/posttest scores are available for all nine students. All nine showed individual raw score gains.
Nyssa	4 yr. olds	Preschool Academic Checklist	12	Pre/posttest data are available for all 12 students. All 12 evidenced individual raw score gains.
Nyssa	4 yr. olds	Northwest Syntax (Expressive)	12	Pre/posttest data are available for all 12 students. Ten of the 12 students showed gains while one student showed a loss and one student showed no change.
Nyssa	4 yr. olds	Northwest Syntax (Receptive)	12	Pre/posttest data are available for all 12 students. Eight of the 12 students showed gains, three students showed a loss, and one student showed no change.
Nyssa	5 yr. olds	Basic Concept Inventory	19	Pre/posttest data are available for all 19 students. All 19 showed individual gains.
Nyssa	5 yr. olds	Preschool Academic Checklist	19	Pre/posttest data are available for all 19 students. All 19 evidenced individual gains.

MALHEUR COUNTY

Reading Component

School and District	Grade	Test	No. of Students	Comments
May Roberts-Ontario 8C	2-4	Dolch Basic Sight Word Test	17	Pre and posttest data are available for 13 of the 17 students. All students showed raw score gains.
May Roberts-Ontario 8C	4-6	Silvaroli Classroom Reading Inventory	31	Pre and posttest data are available for 21 of the 31 students. Eighteen students showed raw score gains, two students showed no change in raw scores and one student showed a loss in raw score.
Ontario Jr. High Ontario 8C	7-9	Silvaroli Reading Inventory	30	Pre and posttest data are available for 19 of the 30 students. Sixteen of the students showed raw score gains, two students showed no change and one student showed a loss in raw score.
Ontario Sr. High Ontario 8C	10-12	Gates-MacGinite Reading Test (Comprehension)	36	Pre and posttest data are available for 27 of the 36 students. Twenty-six of these students showed raw score gains and one showed a loss in raw score.
Ontario Sr. High Ontario 8C	10-12	Gates-MacGinite Reading Test (Speed-Accuracy)	36	Pre and posttest data are available for 27 of the 36 students. Twenty-five students showed raw score gains, one student showed a loss and one student showed no change in raw score.
Ontario Sr. High Ontario 8C	10-12	Gates-MacGinite Reading Test (Vocabulary)	36	Pre and posttest data are available for 27 of the 36 students. Twenty-four students showed raw score gains, two students showed a loss and one student showed no change in raw score.

School and District	Grade	Test	No. of Students	Comments
Lindbergh Ontario	2-4	Dolch Sight Word List	15	Pre and posttest data are available for 11 of the 15 students. All 11 students showed gains in raw scores.
Lindbergh Ontario	4-6	Silvaroli Classroom Reading Inventory	33	Pre and posttest data are available for 24 students. All 24 students showed a gain in raw scores.
Pioneer-Ontario	4	Silvaroli Classroom Reading Inventory	3	Pre and posttest data are available for 2 of the 3 students. Both of these students showed a gain in raw scores.
Annex Elementary #29	1-8	Silvaroli Classroom Reading Inventory	36	Pre and posttest data are available for 14 of the 36 students. All 14 students showed a gain in raw scores.
Vale Elementary	1-8	Dolch Sight Word List	18	Pre and posttest data are available for 13 of the 18 students. All 13 students showed a gain in raw scores.
Vale Elementary #15	4, 6	Silvaroli Classroom Reading Inventory	7	Pre and posttest data are available for all 7 students. Six of the students showed a gain in raw scores and 1 student had no change.
Nyssa Elementary #26	3-6	HBRS Silent Reading Inventory (Reading Comprehension)	166	Pre and posttest data are available for 138 of the 166 students. Of the 138 students, 116 made gains in their raw scores, 20 showed no difference and 2 showed a loss in raw scores.

Malheur County
Reading Component--continued

School and District	Grade	Test	No. of Students	Comments
Nyssa Elementary #26	3-6	Holt Basic Reading System Word Recognition Inventory (Decoding Skills)	166	Pre and posttest data are available for 138 of the 166 students. Of the 138 students 116 made gains in their raw scores, 20 showed no change and 2 showed a loss in raw score
---- Elementary Malheur #26	3-6	Dolch Basic 220 Word List	38	Pre and posttest data are available for 29 of the 38 students. Twenty-one students made gains in their raw scores and 8 showed no change in raw scores.
Nyssa Elementary #26	1-2	Dolch Basic 220 Sight Word List	71	Grade 1 had no pretest scores; posttest scores were available for 29 students. Pre and posttest scores were available for 31 students in grade 2. All students in grade 2 showed a gain in raw scores.
Nyssa Elementary #26	7	Zip Scale	34	Pre and posttest data are available for 26 of the 34 students. Ten students showed a gain in raw scores, 13 students showed no change and 3 showed a loss in raw scores.
---- #26	8	Zip Scale	41	Pre and posttest data are available for 34 of the 41 students. Of these, 15 showed a gain in raw scores, 18 showed no change and 1 had a loss in raw score.
---- #26	9	Zip Scale	21	Pre and posttest data are available for 16 of the 21 students. Of these 16 students, 5 showed a gain in raw scores, 9 showed no change and 2 showed a loss in raw score.

Malheur County
Reading Component--continued

School and District	Grade	Test	No. of Students	Comments
---- #26	10	Zip Scale	15	Pre and posttest data are available for 12 students. Of these, 6 students showed a gain in raw scores, 5 showed no change and 1 had a loss in raw score.
---- #26	11	Zip Reading Scale	15	Pre and posttest data are available for 9 students. Of these, 7 showed a gain in raw scores, 1 showed no change and 1 showed a loss in raw score.
---- #26	12	Zip Scale	7	Pre and posttest data are available for 6 students. Two students showed a gain in raw scores, two showed no change and two showed a loss in raw score.

MALHUER COUNTY

Language Component

School or District	Grade	Test	Number of Students	Comments
May Roberts	1-3	Malheur Vocab. (Express.)	34	Pre/posttest data are available for all 34 students. All 34 evidenced individual gains.
Lindbergh	1-3	Malheur Vocabulary (Express.)	15	Pre/posttest data are available for all 15 students. All 15 evidenced individual raw score gains.
Pioneer	1	Malheur Vocab. (Express.)	2	Pre/posttest data available for both students shows raw score gains by both students.
Vale	1-2	Northwest Syntax	11	Pre/posttest data are available for all 11 students. All 11 showed individual gains.
Vale	1-3	Malheur Vocabulary	3	Pre/posttest data are available for all three students. All three evidenced raw score gains.
Nyssa	3-6	Malheur County Migrant Receptive Test	131	Pre/posttest data are available for 131 students. All 131 students either scored at the top of the test or made gains.
Nyssa	1-2	Malheur County Migrant Expressive Test	131	Pre/posttest data are available for all 131 students. All 131 evidenced individual gains.

School or District	Grade	Test	Number of Students	Comments
Nyssa	1-2	Malheur Vocabulary Test (Receptive)	56	Pretest data are available for all 56 students. A posttest is not given ff the pretest score is 45 or above. Of the 56 students, only three did not score 45 or above on the pretest. However, all three did show a gain on the posttest which brought their scores to 45 or above.
Nyssa	1-2	Malheur Vocabulary Test (Expressive)	56	Pretest and posttest data are available for all 56 students. Out of the 56 students, 51 evidenced raw score gains, 4 showed no change, and 1 student showed a loss of 1.

MALHEUR COUNTY

Spelling Component

School and District	Grade	Test	No. of Students	Comments
---- #26	7	Edward Fry Instant Word List	32	Pre and posttest data are available for 23 students. Of these, 21 showed gains in their raw scores and 2 showed a loss in raw scores.
---- #26	8	Edward Fry Instant Word List	40	Pre and posttest data are available for 30 students. Twenty-nine showed a gain in raw scores and 1 showed no change in score.
---- #26	9	Teacher-made (using Imperial International Learning Program)	18	Pre and posttest data are available for 14 students. Of these, 11 showed a gain in raw scores, 2 showed no change and 1 showed a loss in raw score.
---- #26	10	same as grade 9 above	15	Pre and posttest data are available for 12 students. Eleven showed a gain in raw scores and one showed a loss in raw scores.
---- #26	11	same as grade 9 above	14	Pre and posttest data are available for 8 students. Seven students showed a gain in raw scores and one showed a loss in raw score.
---- #26	12	same as grade 9 above	7	Pre and posttest data are available for 6 students. Five students showed a gain in raw scores and one showed a loss in raw score.
Ontario Jr. High 8C	7-9	Silvaroli Spelling Inventory	29	Pre and posttest data are available for 21 students. Of these, 11 showed gains in raw scores, 7 showed no change and 3 showed a loss in raw scores.
Ontario H.S. 8C	10-12	Individualized Instruction Economy Co.	36	Pre and posttest data are available for 27 students. Of these, 26 students showed a gain in raw scores and 1 showed no change in score.

In summary, pre/posttest data were available for 1457 of the 1706 child/components. Of the 1457, 1250 (or 86%) showed positive gains on the posttest.

Three tables follow. Table 1-Malheur shows attainment by district. Table 2-Malheur shows attainment by subject area. Table 3-Malheur shows attainment by level: Preschool, Elementary (1-8), and Secondary (9-12).

Table 1-Malheur

District	Attainment
Ontario	359/382 = 94%
Nyssa	854/994 = 86%
Adrian	18/18 = 100%
Vale	33/34 = 97%

Table 2-Malheur

Subject Area	Attainment
Readiness	198/204 = 97%
Reading	497/673 = 74%
Language	434/439 = 98%
Spelling	121/141 = 85%

Table 3-Malheur

Educational Level	Attainment
Preschool	198/204 = 97%
Elementary (1-8)	931/1102 = 84%
Secondary (9-12)	121/151 = 80%

In general, the program in the Malheur Area can be described as successful whether viewed from the district attainment, as shown in Table 1, subject areas, shown in Table 2, or level, shown in Table 3.

The problems in reading, which are serious everywhere, are evident in the 74% attainment figure shown in Table 2. The difficulty of making an impact upon older students shows up in Table 3 where attainment is inversely proportionate to level. An inverse relationship between size and attainment shows up in Table 1. This could have implications for future organizational patterns.

The Malheur Area is to be commended for operating a large, wide-spread program with a high level of success. Data collection was complete and timely and provides a picture of attainment which coincides with impressions gained on two series of actual site visits to the participating schools.

E. Recommendations

1. Consider substituting some other measures for the Silvaroli Classroom Reading Inventory for program evaluation purposes. The Silvaroli is a useful classroom diagnostic instrument but the scoring system makes it difficult to use for program evaluation purposes.

2. Consider substituting another measure for the ZIP Scale unless more definitive reliability and validity information becomes available for that instrument.

3. Decide upon a single measure to be used for each program component--if one can be found which is reasonably reflective of the effort being made in that component. If, in some cases, more than one measure is needed, clearly note this fact on the Test Summary Sheet.

Appendix

Malheur Area

Support Service Statistics

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YEAR-END STATISTICAL INFORMATION AREA Malheur

Total bus miles	10,984	
Health examinations	134	
Health referrals	40	
Health emergencies		
Health screening referrals		
Dental examinations	5	
Dental referrals	5	
Visual screening referrals	17	
Visual examinations	65	
Glasses repair		
Hearing examinations	91	
Hearing referrals	2	
Breakfasts		
Morning snacks	9,428	
Hot lunches	7,140	
Afternoon snacks	11,012	
Clothing referrals		
Number of teachers	17	
Number of aides		
Target group	12.5	
Other	5	
How many are bilingual	12.5	Total 17.5
Number of volunteers		
Target group	0	
Other	20	Total 20
Number of Certificated Personnel Employed (FTE)		
Bilingual		Home School Counselors
Target group	1.17	
Other	1	
English-speaking only		
Target group		
Other	6.6	
TOTAL	8.77	

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MARION COUNTY AREA
MIGRANT EDUCATION PROJECT
REGULAR TERM 1975-76
EDUCATIONAL IMPACT REPORT

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III. Area Report: MARION

A. Migration Patterns in the Marion County Area, School Year 1975-76

The migrant population in Marion County is composed of Spanish-sepaking, Russian-speaking, and English-speaking groups.

The Willamette Valley is home base for a large number of the migrant population in Marion County.

The Spanish-speaking leave in the early spring, during the summer and during the fall to work in the crops. During the early spring, the move is made to train hops in Oregon, do asparagus and beets in Washington State, and then beets in Eastern Oregon as well as Idaho. During the summer, they move throughout the valley picking strawberries, all types of cane berries, picking beans, garlic and cucumbers, and working in the canneries. In the fall, the move is made to Central Oregon to harvest potatoes, to Eastern Oregon for onions and potatoes, to Washington for apples and hops, as well as harvesting cauliflower and broccoli in the Willamette Valley. These groups usually return to their home base in late October or early November.

The families that are home based in Texas go back in the late fall and return in the early spring.

The Russians migrate during the summer to different districts within the Willamette Valley to work in the strawberries, cane berries, cauliflower and broccoli during the fall. They also migrate to Alaska to fish. During the late fall they migrate to Washington State and Canada to plant trees in the forests.

The Anglo migrants come basically from California, Washington and within the state. There is no particular pattern to their movements. This group moves at different times during the year. Cherries, beans and cane berries

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are crops that this group is involved in. In the fall this group also moves to Washington State to harvest the apple crop.

More and more of the migrant population is wintering in the Mid-Willamette Valley.

B. General Statistics for Middle of Second Semester 1975-76, Marion area

1. Number of school districts in area served in IM program	21
a. Total number of elementary (K-6 or K-8) schools in IM program.	46
b. Total number of junior high (7-8 or 7-9) schools in IM program.	9
c. Total number of high (9-12 or 10-12) schools in IM program.	11
Total number of schools	66

2. Numbers of eligible IM pupils

a. By Migrant Type (as of middle of second semester)

(1) Type I, Active Interstate	721
(2) Type II, Active Intrastate	890
(3) Type III, Settled In	534
Total	2,145

b. By Approximate Age/Grade Categories (as of middle of second semester)

(1) Preschool (ages 4-5)	116
(2) Elementary (6-11) grades K-6	1,292
(3) Junior high (11-12 or 13) grades 7-8 or 7-9	482
(4) High school (13-18) grades 8-12 or 10-12	255
Total	2,145

c. By Ethnic Category (Estimated as of middle of second semester)

(1) Mexican-American	1,709
(2) Other	436
Total	2,145

d. By Language Dominance (Estimated as of middle of second semester)

(1) Spanish Dominant	1,394
(2) English Dominant	751
Total	2,145

e. End of Year Total Enrollment	2,130
f. End of Year Total ADM	1,722

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3. Personnel (paid by Title IM funds): (Count as of middle of second semester)

	Total Head Count	FTE
Teachers/Counselors/Resource Teachers	28	22.15
Aides	50	42.24
Administrators and/or other support staff*	3	3.00
Total	81	67.39

*Any person other than teacher/counselor or aide

4. Total IM budget for FY 75-76

Total personnel costs	$ 481,931
All other costs	73,609
Total	$ 555,540

C. List of Project Sites and Grades Served

Name of Site	Grades Served		
Aumsville Elementary #11	1-6		
Brooks Elementary #31	K-6		
Cascade Union High #5	7-12		
Gervais Elementary #76	K-8		
Gervais Union High #1	9-12		
Jefferson #14J	1-6	7-12	
Marion Elementary #20	1-6		
Monitor Elementary #142J	1-8		
Mt. Angel #91	1-5	6-8	9-12
Ninety-One	1-6		
North Marion #15	K-6	7-9	10-12
North Santiam Elementary #126	K-6		
St. Paul #45	K-8	9-12	
Silverton #4 - Eugene Field	K-3		
Robert Frost	4-6		
Mark Twain	7-8		
Salem District 24J:			
Highland	1-6		
Lake Labish			
Richmond			
Bush			
Whiteaker			
Waldo			
Stayton Elementary #77J	1-5	6-8	
Turner Elementary #79	1-6		
West Stayton Elementary #61	1-6		
Woodburn #103C - Nellie Muir Elem.	1-6		
Washington Elem.	1-6		
Parkersville #82	1-8		

D. Educational Objectives, Methods of Evaluation, Findings and Conclusions

1. **Preschool Objective #1:** To improve the academic readiness ability of preschool children.

Evaluation Method: To evaluate this objective, the Preschool Academic Checklist with its equivalent in Spanish and Russian will be administered initially to the children to determine the language dominance and existing ability demonstrated by each child. Following this, continual data will be collected as to the number of new skills acquired in the dominant language.

Site (School)

a. **North Santiam Kindergarten**

Number of students	22
Number with data	22

Percentage of Children Mastering Skills
on the Preshcool Academic Checklist

N=22	Pre	Post		Pre	Post
Knows His Name	86%	95%	Recognizing Differences	77%	100%
Arithmetic	30%	73%	Recognizing Same/Different	66%	100%
Recognizing Shapes	33%	99%	Recognizing Letters	17%	76%
Recognizing Sizes	91%	100%	Recognizing Sounds	9%	51%
Knowledge of Time	14%	82%	Recognizing Words	0%	12%
Telling Time	5%	32%	Writing	10%	63%
Recognizing Coin Money	71%	94%	Colors by Pointing	74%	100%
Knowledge of Money	0%	27%	Colors by Naming	82%	99%
Recognizing Right/Left	39%	100%	TOTAL	39%	74%

The data shown on the preceding page suggest that the North Santiam Kindergarten children improved substantially in their readiness skills. Seventy-four percent of the children in the posttest, as opposed to 39% of the children in the pretest, were able to master the 17 groups of test items at the 75% level.

b. West Stayton

Number of students	7
Number with data	5

West Stayton did not use the Preschool Academic Checklist but submitted TOBE Math and Language scores instead. Pre and post data were available for five of the seven students. All five showed raw score gains in both math and language.

c. North Marion Grade

Number of students	7
Number with data	6

North Marion Grade School did not use the Preschool Academic Checklist but submitted data from the Peabody Picture Vocabulary Test. Pre and post data were available for six of the seven students. All six made raw score gains which converted to five months growth.

No other sites submitted data relating to Preschool Objective #1.

In summary, three sites reported. Data were available for 33 preschool age children covered by the Project. Positive gains were made by those children for whom data were available.

2. Preschool Objective #2: To improve the receptive and expressive language abilities in standard English, Spanish and Russian of preschool children.

Evaluation Method: To evaluate this objective, the Northwestern Syntax Screening Test will be administered initially to the children when they enter the program and following this, continual data will be collected as to the number of new language skills acquired. Improvement will be noted as to the number of new language skills acquired.

No data were submitted which apply to Preschool Objective #2

3. Elementary Objective #1: To improve the receptive and expressive language abilities in standard English, with dominant language intervention, of elementary children.

Evaluation Method: To evaluate this objective, an initial locator or a teacher developed test using materials to be taught and mastered as criteria would be administered. Final evaluation would consist of a comprehensive summative test showing explicit records indicating what the children set out to learn, what they did learn, and to what extent dominant language intervention was required.

No data were submitted which apply directly to Elementary Objective #1 and its evaluation method as stated in the Project Proposal.

However, there were efforts made in the area of improving receptive and expressive oral English language for Spanish, Russian, and Vietnamese speaking children. Data were submitted for the following:

a. Mount Angel District

(1) St. Mary's School, Grades 1-4 (30 students)

Sixteen children participating in an oral language program were pre and posttested with the Carrow Auditory Language Test. Data are available for all 16. All 16 evidenced positive gains.

Fourteen other children participating in an oral language program were pre and posttested with the Carrow Elicited Language Test. Pre and posttest scores are available for all 14. Scores on this test are reported in terms of numbers of errors. All 14 showed decreases in the number of errors.

(2) Mount Angel Elementary School, Grade 7 (3 students)

(Note: Although normally secondary students, these 7th graders are being included here since their situation more closely approximates elementary school).

Three children participating in an oral language program were pre and posttested with the Carrow Auditory Language Test. Data are available for all three. All three made positive gains.

b. North Marion District

North Marion Grade School, Grade 1 (7 students)

Seven of eight children in an undefined program were given the Peabody Picture Vocabulary Test, pre and post. All seven evidenced positive gains.

c. School District 91

Ninety-One School, Grades 1-6 (35 students)

Thirty-five children in a program having the stated objective, "To increase vocabulary development," were pre and posttested with the Peabody Picture Vocabulary Test. All except one showed positive gains.

In summary, there were programs in operation aimed at improving the oral language and related abilities of children. Four sites reported. Data were provided for 75 students. The data show that 74 out of the 75 children for whom data were provided did make positive gains.

4. Elementary Objective #2: To improve the reading ability in standard English with dominant language intervention of elementary children.

Evaluation Method: To evaluate this objective, an Informal Reading Inventory will be administered initially to the children on a pre-posttest basis. If an IRI is not used, another appropriate reading test will be administered. Improvement will be noted by recording gains made in the specific areas where most significant errors occurred, namely, Vocabulary, Word Recognition, Comprehension, and hearing capacity. Ability in these areas will be similarly tested in dominant languages to determine the extent of both interference and strength.

No data were submitted which apply directly to Elementary Objective #2 and its evaluation method as stated in the Project Proposal.

However, most districts which submitted data indicated that they were operating reading improvement programs. Various standardized reading tests were administered pre and post. It would appear that by far the largest amount of Project effort is devoted to reading programs. The findings are as follows:

School or District	Grade	Test	Number of Students	Comments
Aumsville Elementary	1-6	Gates MacGin. Level A Form 1, Pre Level A Form 2, Post	7	Assuming that all seven students are first graders (thus making Level A, Form 1 appropriate), pre/posttest data available for all seven show that six of the students showed raw score gains while one showed a loss.
Aumsville Elementary	1-6	Gates MacGin. Level B Form 1, Pre Level D Form 1, Post	1	Data not usable. Using different levels of the Gates MacGinitie Test on pre and post is usually not appropriate.
Aumsville Elementary	1-6	Gates MacGin. Level C Form 1, Pre Level C Form 2, Post	9	Assuming that all nine students are third grade students (thus making Level C appropriate), pre/posttest data available for all nine show that 8 of the 9 evidenced gains while 1 of the nine showed a loss.
Aumsville Elementary	?	Gates MacGin. Level D Form 1, Pre Level D, Form 3, Post	13	Assuming that all 13 students are in grades 4-6 (thus making Level D, Form 1 and 3 appropriate), pre/posttest data available for all 13 show that 9 of the 13 evidenced raw score gains while 4 showed a loss.
Aumsville Elementary	1-6	Gates MacGin. Level A Form 1, Pre Level A Form 2, Post	7	Assuming that all 7 students are first graders (thus making Form A appropriate), pre/posttest data show that 6 of the 7 students evidenced raw score gains while the other student showed a loss.

School or District	Grade	Test	Number of Students	Comments
Aumsville Elementary	1-6	Gates Level B Form 1	1	Assuming that this student is a second grader (thus making Level B appropriate), pre/posttest data indicate a raw score gain of 5.
Aumsville Elementary	1-6	Gates Level C Form 1, Pre Level C Form 3, Post	9	Assuming that all nine students are third graders (thus making Level C appropriate), pre/posttest scores indicate that all 9 students showed raw score gains.
Aumsville Elementary	1-6	Gates Level D Form 1, Pre Level D Form 3, Post	13	Assuming that all 13 students are in grades 4-6 (thus making Form D appropriate), pre/posttest data indicate that 10 of the 13 students showed raw score gains while 3 showed losses.
Marion	4-6	CTBS	7	Pre and posttest data are available for all seven students. All seven students showed individual raw score gains.
Monitor	1	TOBE Level L Language	7	Pre and posttest data are available for only 3 of the 7. These 3 all showed raw score gains.
Monitor	2	Metropolitan Achievement	10	Pre and posttest data are available for 4 of the 10 students. All 4 showed raw score gains.
Monitor	3	Metropolitan Achievement	14	Pre and posttest data are available for only 5 of the 14 students. All five showed raw score gains.
Monitor	4	CTBS Level 2 Form Q	17	Pre/posttest data are available for 13 of the 17 students. Eleven of the 13 showed raw score gains while two showed a loss.

School or District	Grade	Test	Number of Students	Comments
Monitor	5	CTBS Level 2 Form Q	7	Pre and posttest data are available for only two of the seven students. Both students showed individual raw score gains.
Monitor	6	CTBS Level 2 Form R	5	Pre/posttest data are available for 4 of the 5 students. All 4 evidenced raw score gains.
Monitor	7	CTBS Level 3 Form Q	7	Pre/posttest data are available for 5 of the 7 students. Three of the 5 showed a gain, one showed a loss, and one showed no change.
Monitor	8	CTBS Level 3 Form Q	5	Pre/posttest data are available for 3 of the 5. Two of the three showed a gain while one showed a loss.
St. Mary's	1	TOBE, Remedial Reading and ESL	9	Pre and posttest data are available for all 9 students. All 9 showed individual positive gains.
St. Mary's	2-3	Prescriptive Reading Inventory	7	Pre and posttest scores are available for all seven students. Scores are reported for (a) total number of mastered skills, (b) total number of skills requiring review, and (c) total number of skills not mastered. However total number of skills possible is not reported.
St. Mary's	4	CTBS Level 4 Form Q	5	Pre and posttest data are available for all 5 students. Reported scores include (a) raw score for vocabulary, (b) raw score for comprehension, and (c) raw score for total reading. All five students showed raw score gains in all three categories.

School or District	Grade	Test	Number of Students	Comments
Mt. Angel Elementary	6-8	CTBS Level Q Form 3	7	The level and form are probably reversed. Level Q Form 3 is appropriate. With this in mind, pre and posttest data available for all seven students shows individual raw score gains for six of the seven. The other student showed a loss.
Mt. Angel Elementary	6-8	CTBS Level R Form 2	3	Again, level and form are reverse However, Level 2, Form R is appropriate. Again, with this in mind, pre/posttest data show that two of the students evidenced positive raw score gains while the other student showed a loss.
School Dist. #91	1-8	Gilmore Oral Reading	19	Pre and posttest data are available for all 19 students. All 19 evidenced positive gains.
	2	Gates	2	Scores are available for both students. However, the test is not identified sufficiently to interpret.
	3	Gates	2	Scores are available for both students. However, the test is not sufficiently identified to interpret.
	4	Gates	2	Scores are available for both students. However, the test is not identified sufficiently to interpret.
	5	Gates	9	Scores are available for all nine students. However, the test is not identified sufficiently to interpret.
North Santiam	1	TOBE	3	Pre/posttest data are available for 2 of the 3 students. Both students showed a positive raw score gain.

School or District	Grade	Test	Number of Students	Comments
North Santiam	2-5	Gates MacGin.	14	Tests not identified sufficiently to interpret data positively. However, if tests were appropriate the 12 children with data showed grade level gains.
North Santiam	4-6	CTBS Level Q Form 2	16	Test not properly identified. However, Level 2 Form Q is appropriate for this grade level. Assuming thus, pre/posttest data for 13 of the 16 show that all 13 evidenced gains. Pretest scores were not available for the others.
St. Paul School Dist.	2	Primary Reading Inventory Red Book	2	Pre and posttest data are available for both students. The Red Book has 34 reading skills to be tested. Out of the 34 skills, one student mastered 25 on the pretest and 24 on the posttest. The other student mastered 11 on the pretest and 18 on the posttest.
St. Paul School Dist.	3	Primary Reading Inventory Green Book	3	Pre and posttest data are available for all three students. The Green Book level has 41 reading skills tested. Of the 41 skills, one student mastered 13 on the pre and 11 on the posttest. Student number 2 mastered 18 on the pre and 21 on the posttest. Student number 3 mastered 11 on the pre and 12 on the posttest.
Elem. and High School (St. Paul)	4-5	CTBS Form Q-2	2	Pre and posttest data are available for both students. One student showed an increase from the 19%tile to the 40%tile while the other student showed a decrease from the 27%tile to the 22%tile.

School or District	Grade	Test	Number of Students	Comments
Eugene Field	2	Gates MacGin. (Vocab.)	7	Pre and posttest data are available for all seven. However, data is usable for only one of the students. It is generally inappropriate to use a different level for pre and post. The one student whose data is usable, showed an individual raw score gain of 24.
Eugene Field	2	Gates MacGin. (Comp.)	7	Again, the pre/posttest data are usable only for one of the students. It is generally inappropriate to pre and posttest using different levels of the test. One student with usable data showed a raw score gain of 8.
Eugene Field	3	Gates MacGin. Level B, Form 2 - Pre Level C Form 2 - Post	5	Data not usable. It is usually inappropriate to test students at different levels on the pre and posttest.
Eugene Field	4	Gates MacGin. Level C Form 2 - Pre Level C Form 1 Level D Form 1 - Post	5	Data not usable. It is usually inappropriate to use different levels on the pre and posttest.
Eugene Field	5	Gates MacGin. Level D Form 2 - Pre Level D Form 1 - Post (Vocab.)	5	Pre and posttest data are available for 4 of the 5 students. All five showed raw score gains on the Gates MacGinitie.

School or District	Grade	Test	Number of Students	Comments
Eugene Field	5	Gates MacGin. Level D Form 2 - Pre Level D Form 1 (Comp.) - Post	5	Pre and posttest data are available for 4 of the 5 students. All showed positive raw score gains.
Eugene Field	6	Gates MacGin. Level D Form 2 - Pre Level D Form 1 (Vocab.) - Post	11	Pre and posttest data is available for 10 of the 11. All but one of the 10 showed positive raw score gains. The other showed no change.
Eugene Field	6	Gates MacGin. Level D Form 2 - Pre Level D Form 1 - Post	11	Pre and posttest data is available for 10 of the 11. However, data is usable for only 9 of the 10. All but one student showed raw score gains. The other student showed no change.
Lake Labish	1-5	Metropolitan	10	Test not identified sufficiently.
Highland	1-6	IRI Level 1 Form B	12	Pre/posttest data is available for all 12 students. Data show that all 12 evidenced IRI score gains of .3 year to 3.0 years.
West Stayton	1	(Not recorded)	7	Pre and posttest scores are available for 5 of the 7 students but are not usable since the test was not identified.
West Stayton	2	P.R.I. Level 2 Red	10	Neither pre nor posttest scores were recorded.
West Stayton	3	P.R.I. Level B Green	5	Neither pre nor posttest scores were recorded.

School or District	Grade	Test	Number of Students	Comments
West Stayton	4	CTBS Level 2 Form Q	5	Pre and posttest scores are available for four of the five. All four showed slight gains.
West Stayton	5	CTBS Level 2 Form Q	4	Pre and posttest data are available for two of the four. Both showed gains.
West Stayton	6	CTBS Level 2 Form Q	6	Pre and posttest data are available for two of the six. Both made positive gains.
Nellie Muir	1-4	WRAT (Reading)	18	Pre and posttest data are available for 17 of the 18 students on the Reading subtest. All 17 showed individual raw score gains.
Nellie Muir	1-4	Stanford Achievement (Word Meaning)	18	Pre and posttest scores are available for all 18 students. Data show that 7 of the 18 students evidenced a loss, 1 student showed no change, and 10 students evidenced gains.
Nellie Muir	1-4	Stanford Achievement (Paragraph Meaning)	18	Pre/posttest data are available for all 18 students. Data show that 16 of the 18 students evidenced a gain while 2 of them showed a loss.
Nellie Muir	1	TOBE Level L (Language)	20	Pre and posttest data are available for all 20 students. All 20 evidenced raw score gains.
Nellie Muir	2	WRAT Level 1 (Reading)	20	Pre and posttest data are available for 19 of the 20 students. All 19 evidenced raw score gains.
Nellie Muir	2	Stanford Achievement (Word Recog.)	19	Pre and posttest data are available for 18 of the 19 students. All 18 showed gains on the Word Recognition subtest.

School or District	Grade	Test	Number of Students	Comments
Nellie Muir	2	Stanford Achievement (Paragraph Meaning)	19	Pre and posttest data are available for 18 of the 19 students. Of the 18 students, 17 showed gains on the Paragraph Meaning subtest and 1 showed a loss.
Nellie Muir	2	WRAT Level 1 (Vocab.)	19	Pre and posttest data are available for 18 of the 19 students. All 18 evidenced gains on the Vocabualry subtest.
Nellie Muir		WRAT (Reading)	20	Pre/posttest data are available for all 20 students. All 20 evidenced raw score gains on the Reading subtest.
Nellie Muir		Stanford Achievement (Word Recog.)	20	Pre/posttest data are available for all 20 students. Of the 20 students, 17 evidenced gains on the Word Recognition subtest while 3 showed losses.
Nellie Muir		Stanford Achievement (Paragraph Meaning)	20	Pre/posttest data are available for all 20 students. All 20 showed gains on the Paragraph Meaning subtest.

In summary, data on Elementary Objective #2 were provided by 13 sites. In terms of individual children, this means data were reported for 570. The data were not usable in 69 cases out of the 570 because of tests not being identified, different levels of tests being used pre and post, or scores not being recorded. This leaves 501 cases. Another 60 cases must be eliminated because of either the pre or posttest score being missing--most likely because the student moved. This leaves 441 usable cases. Of these, 30 showed losses, 3 had no change in score, and the remaining 308 made positive gains.

5. Secondary Objective: To make significant gains in reading comprehension, word analysis and study skill abilities of all Title I-M students.

Evaluation Method: To measure this objective, the Comprehensive Test of Basic Skills, Gates-MacGinitie or another appropriate instrument will be used to determine gains in the specific skill areas to be measured.

Data submitted which apply to the Secondary Objective are as follows:

School or District	Grade	Test	Number of Students	Comments
J.F. Kennedy (Mt. Angel)	9-12	CTBS Level 4 Form Q	3	Pre and posttest data are available for all three students. All three showed raw score gains.
J.F. Kennedy (Mt. Angel)	9-12	Gates MacGin. Form 1	5	Pre and posttest data are available for all five students. Four of the five showed raw score gains. (This is assuming Level F was used.)
Elem. and High School (St. Paul)	7-8	CTBS Form Q-3	4	Pre and posttest data are available for all four students. Reported %tile scores show that one student showed an increase in %tile score of 15 while the other three showed %tile decreases.
Elem. and High School (St. Paul)	9-12	CTBS Form Q-4	6	Pre and posttest data are available for all six students. All six showed increases in grade level equivalents ranging from .17 to 1.5.
Eugene Field (Silverton)	7	Gates MacGin. Level D Form 2 - Pre Level D Form 3 - Post (Voc.-Comp.)	5	All five students made positive raw score gains in both vocabualry and comprehension.
Eugene Field (Silverton)	8	Gates MacGin. Level D Form 1 - Pre Level D Form 3 - Post (Voc.-Comp.)	3	All three students made positive raw score gains in both vocabulary and comprehension.
Whiteaker Jr. High (Salem)	7-9	SPIRE Form II	12	Pre/posttest data are available for only 8 of the 12 students. These 8 students all showed individual raw score gains.
Waldo Jr. High (Salem)	7-9	Gates MacGin. Level D Form 1 and 2 Level E Form 1 and 2	21	Data not usable. It is not shown which test level was used with which student on the pre or posttest. It is usually inappropriate to use different levels for pre and posttesting.

School or District	Grade	Test	Number of Students	Comments
Waldo Jr. High (Salem)	7-9	Gates MacGin. Level D Form 1 and 2 Level E Form 1 and 2	20	Data not usable. It is not shown which test level or form was used with which student on the pre or posttest. It is usually inappropriate to use different levels of the test for pre and posttesting.

In summary, data were reported by five sites for programs involving 79 secondary students. Data for 41 of the 79 were not usable, however, because tests were not identified sufficiently. Data for another four cases were not usable because either pre or post scores were missing. The pre/posttest data for the remaining 34 students all showed positive gains. If the tests used for the other 41 students were of the proper level, both pre and post (and we cannot tell from the data submitted), then we could add the 41 to the 34 totaling 75 as having made positive gains.

6. Other Data

Some schools submitted data which do not relate to the objectives contained in the proposal. The findings are as follows:

St. Paul District #45

St. Paul Elementary grades 1-12

St. Paul conducts an informal counseling effort among students in grades 1-12 with the stated objective, "To create an awareness of the human value, the cultural worth, and the career potential of each individual." According to the principal of the school, this effort, although informal, represents a major thrust in the St. Paul program. The attainment of the objective is measured by means of a locally made instrument entitled "Evaluation of Awareness of Career Potential." This is marked for each child in the fall and spring by the teacher. Data were collected for 21 students in grades 1-11. Seventeen of the 21 showed gains in raw scores. Four showed no gain. No information was provided as to reliability or validity of the instrument.

Woodburn District #103C

Nellie Muir Elementary,

Pre and posttest scores on WRAT Math and Spelling (in addition to reading reported previously) were submitted for 58 students. Twenty of the 58 were second graders. A group of 18 were indicated as being grades 1-4. It was not indicated what grade the other 20 were. Nineteen of the 20 second graders made positive raw score gains on both Math and Spelling. All 20 of the unmarked group made positive raw score gains in both Math and Spelling. Similarly, all 18 of the group marked "grades 1-4" showed positive gains.

Pre and post scores on the TOBE Math (Level L) Test were submitted for 20 students in grade 1. All 20 showed positive raw score gains.

E. Recommendations

1. Write project objectives in a more realistic manner. The activities conducted in the schools are generally quite reasonable and represent worthwhile expenditures of project resources. However, the objectives and the methods of evaluation, as stated in the proposal, are generally more sophisticated than the realities of the classroom operations.

2. After project objectives are developed, make certain that everyone involved knows and understands the relationship between the objectives, the evaluation plan, and what actually happens in the classroom. This seems to be unclear in some situations.

3. Consider developing the objectives at the school level rather than at the project office level. This might increase commitment by the schools.

4. Do not feel obligated to use standardized tests for the evaluation of all activities. There are many worthwhile project activities which do not lend themselves to standardized testing.

5. Whenever it is decided to use a standardized test, make certain that everyone understands the test and how to administer it, which are the proper levels and forms, and how to record the scores. It is extremely important that all tests be identified fully. Many tests have similar names, and come in different editions, levels, and forms. There is no point in laboriously recording scores if the test is not identified, or worse, improperly identified.

6. Institute a reminder system to insure that all schools which are supposed to submit data actually do so, in proper form, and on time. Schools will welcome help on this. Have all schools submit data through the Project office.

Appendix

Marion Area

Support Service Statistics

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YEAR-END STATISTICAL INFORMATION AREA Marion

Total bus miles 42,406

Health examinations 256

Health referrals 74

Health emergencies ______
Health screening referrals ______

Dental examinations 124

Dental referrals 66

Visual screening referrals 115
Visual examinations ______
Glasses repair ______
Hearing examinations ______
Hearing referrals ______

Breakfasts ______

Morning snacks 5,012

Hot lunches 36

Afternoon snacks 3,813

Clothing referrals 298

Number of teachers 15

Number of aides
Target group 31

Other 19

How many are bilingual 30 Total 50

Number of volunteers
Target group 0
Other 0 Total 0

Number of Certificated Personnel Employed (FTE)

Bilingual Home School Counselors 13
Target group 6.74
Other 0

English-speaking only
Target group 0
Other 3.41

TOTAL 10.15

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MILTON FREEWATER AREA

MIGRANT EDUCATION PROJECT

REGULAR TERM 1975-76

EDUCATIONAL IMPACT REPORT

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A. Migration Patterns for the Milton Freewater Area, 1975-76

In the Milton-Freewater area of Umatilla County, there are two major groups of migrants, one in early spring and one in the fall.

The spring group starts in early April to work in the asparagus fields, weeding and cultivating. More arrive in early May for the asparagus harvest and remain until mid June. In the past two years there has been an increase in the number who stay through June for the cherry harvest. Those who used to be asparagus and field workers only are diversifying into other jobs.

A large proportion of the early spring workers are Mexican-Americans who come from Texas and Arizona. The majority live in the labor camp which contains 164 units. Due to the housing shortage and requests from growers, many workers are coming without children so the impact on the schools has not been as great as in the past. From Milton-Freewater they follow the cherry harvest to northern Washington and Montana.

In the fall (mid August) a group arrives to work in the prune and plum picking labor and remain for apple harvest. To save housing costs many men from Texas and Mexico are coming with contractors and leaving the family at home. There are many Anglos in this group.

This past winter many more migrant families (mostly Anglo) wintered over in the labor camp and several of them got jobs outside the migrant stream. We are getting few Mexican-Americans who winter over.

During the summer months, peas and wheat are the major crops but, as they are highly mechanized, few extra helpers are needed.

Rental turnover statistics from the labor camp are as follows:

Spring: 56 single bedroom units, each rented 3 times in the spring, 3 people per unit.
96 two bedroom units, each rented 2 times per spring period, 4 people per unit.

Fall: 56 single bedroom units, each rented twice
96 two bedroom units, usually rented once, sometimes twice with an average of 1.5.

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B. General Statistics for Middle of Second Semester 1975-76, Milton-Freewater area

1. Number of school districts in area served in IM program 1

   a. Total number of elementary (K-6 or K-8) schools in IM program. 2

   b. Total number of junior high (7-8 or 7-9) schools in IM program. 1

   c. Total number of high (9-12 or 10-12) schools in IM program. 0

   Total number of schools 3

2. Numbers of eligible IM pupils

   a. By Migrant Type (as of middle of second semester)

      (1) Type I, Active Interstate 32

      (2) Type II, Active Intrastate.................................. 2

      (3) Type III, Settled In 3

      Total 37

   b. By Approximate Age/Grade Categories (as of middle of second semester)

      (1) Preschool (ages 4-5) 4

      (2) Elementary (6-11) grades K-6 26

      (3) Junior high (11-12 or 13) grades 7-8 or 7-9 7

      (4) High school (13-18) grades 8-12 or 10-12.................. 0

      Total 37

   c. By Ethnic Category (Estimated as of middle of second semester)

      (1) Mexican-American 2

      (2) Other 35

      Total 37

   d. By Language Dominance (Estimated as of middle of second semester)

      (1) Spanish Dominant 1

      (2) English Dominant 36

      Total 37

   e. End of Year Total Enrollment 43

   f. End of Year Total ADM .... Unknown

3. Personnel (paid by Title IM funds): (Count as of middle of second semester)

	Total Head Count	FTE
Teachers/Counselors/Resource Teachers	1	1
Aides	2	1.4
Administrators and/or other support staff*	1	.10
Total	4	2.5

*Any person other than teacher/counselor or aide

4. Total IM budget for FY 75-76

Total personnel costs	$ 20,959
All other costs	865
Total	$ 21,824

C. List of Project Sites (From Project Proposal)

Name of Site	Grades Served
District No. 31	
Grove School	1-2
Freewater School	3-5
Central School	6-8

D. Educational Objectives, Evaluation Methods, Findings and Conclusions

1. Objective for Grades 1 and 2 (from Project Proposal):

To improve the identification of English sounds and symbols by 6 months (for full year students) as shown by a pre and posttest.

Evaluation Method (from Project Proposal):

This objective will be evaluated by use of a pre and posttest. Which test is used will be determined by the level of achievement of the student:

1. Preschool Academic Checklist
2. Peabody Word Picture Test
3. Receptive and Expressive Vocabulary Test

Total number of children to whom this objective would apply. (from Form 2336)	15
Total number of sites to which this objective would apply. (from Project Proposal)	1

Data reported which applies to the objective for grades 1 and 2:

Grove Elementary School 16 children

(1) Preschool Academic Checklist

Table 1
Percentage of Children Mastering Skills
on the Preschool Academic Checklist

N=16	Pre	Post		Pre	Post
Knows His Name	100%	100%	Recognizing Difference	75%	100%
Arithmetic	77%	92%	Recognizing Same/Different	75%	91%
Recognizing Shapes	83%	98%	Recognizing Letters	53%	82%
Recognizing Sizes	100%	100%	Recognizing Sounds	60%	79%
Knowledge of Time	42%	90%	Recognizing Words	22%	75%
Telling Time	22%	59%	Writing	56%	78%
Recognizing Coin Money	98%	100%	Colors by Pointing	98%	100%
Knowledge of Money	69%	84%	Colors by Naming	100%	100%
Recognizing Right/Left	88%	100%	TOTAL	76%	96%

The data presented in Table 1 show that 75% or more of the children mastered ten of the 17 skill areas on the pretest. On the posttest, 75% or more of the children mastered 16 of the 17 skill areas. Overall, this can be viewed as a movement from 76% to 96% achievement. The only area which fell below 75% on the posttest was telling time.

Data presented in Table 1 could be used to restate an objective for grades 1 and 2. By selecting an arbitrary achievement criterion of 75%; i.e., 75% of the students will master each skill area, it is evident that children met the criterion in 10 areas on the pretest and 16 of the 17 areas on the posttest.

(2) Peabody Word Picture Test

(No data from the Peabody Word Picture Test were reported)

(3) Northwestern Syntax Screening Test (Receptive and Expressive Vocabulary Test)

Table 2
Percentages of Children Mastering the Skill Areas of the Northwestern Syntax Screening Test

N=15	Receptive		Expressive	
	Pre	Post	Pre	Post
Nouns	53%	87%	60%	87%
Verbs	52%	88%	62%	95%
Prepositions	90%	52%	85%	100%
Pronouns	85%	97%	80%	92%
Not Statement	73%	100%	73%	93%
Reversal of Subject/Object	[illegible]3%	80%	73%	100%
This and That	[illegible]%	73%	67%	100%
Question Words	[illegible]	93%	78%	100%
Understanding Sentences	70%	87%	87%	100%
TOTAL	64%	84%	74%	96%

As evidenced in Table 2, children performed slightly better on the expressive tasks than on the receptive, starting 10 points higher but gaining slightly more (22 vs 20 points). The concept which seemed to cause the greatest difficulty was the use of the words this and that.

In summary, it cannot be determined if substantial progress toward meeting the stated objective for grades 1 and 2 had been made. Data were collected for almost all children with the Preschool Academic Checklist and the Northwestern Syntax Screening Test. No data from the Peabody Word Picture Test was submitted. The Preschool Academic Checklist and the Northwestern Syntax Screening Test do not lend themselves to the measurement of growth in terms of months of gain as called for in the objective. The implied objectives of the tests used are perhaps more appropriate to the realities observed in the classrooms than was the stated objective. Good progress was made in terms of these implied objectives.

2. Objective for Grades 3-5 (from Project Proposal):

   To improve the abilities of the students in the functions of reading and mathematics by 6 months (for full year students) as shown by a pre and posttest.

   Evaluation Method (from Project Proposal):

   Evaluation will be accomplished using a pre and posttest with either: Wide Range Achievement Test, Boetel Reading Test, or the Gates MacGinitie Reading Test.

   Total number of sites to which this objective would apply (from Form 2336) 1

   Total number of sites to which this objective would apply (from Project Proposal) 1

No data were reported which apply to this objective because only one migrant child was enrolled in grades 3-5.

3. Objective for Grades 6-8 (from Project Proposal):

To improve the reading, vocabulary and mathematics skills of the upper elementary students by 6 months (for full year students) as shown by a pre and posttest.

Evaluation Method (from Project Proposal):

Evaluation will be by a pre and posttest using one of the following tests, according to the achievement of the individual:

1. Wide Range Achievement Test
2. Botel Reading Test
3. Gates MacGinitie Reading Test

Number of students to whom this objective applies (from Form 2336)	21
Number of sites to which this objective applies (from Project Proposal)	1

Data submitted which applies to this objective:

Central School (grades 6-8)

(1) From Wide Range Achievement Test: (no data received)

(2) From Botel Reading Test: Pre/post data were collected from 8 of the 19 participating students. Only 5 of these 8 participated more than 100 days, an arbitrary definition of full participation. The others participated 57, 67.5, and 15 days respectively. (Those without posttest data participated even less, ranging from 1 to 27.5 days.) Of the 5 "full" participants, 3 made gains of 1 year on the Botel Reading scale. The other two cases did not show any change.

(3) From Gates MacGinitie Reading Test (no data received)

In summary, it would appear that the objective, as stated, is not very realistic. The limited data from the Botel and the attendance data also suggest that the program design may not be realistic.

E. Recommendations

1. Redesign the program so that it more realistically fits the migration patterns and attendance patterns of the students. A design which focuses on year long attendance is not realistic, especially in the case of the older children. Consider working in shorter time modules, perhaps 2-4 weeks at a time.

2. Do not feel obligated to use standardized tests for evaluation. They do not seem to fit the situation at Milton-Freewater. A pre/posttest design does not make sense if the posttest group is substantially different from the pretest group.

3. Consider moving to a highly individualized program in short time modules with a written objective for each child in each subject area of concern. If the objectives and criterion are carefully stated, evaluation can be based upon teacher observation, rather than standardized tests. The small number of children involved make such an individualized approach even more feasible.

Appendix

Umatilla (Milton-Freewater) Area

Support Service Statistics

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YEAR-END STATISTICAL INFORMATION AREA Umatilla

Total bus miles		
Health examinations	36	
Health referrals	8	
Health emergencies		
Health screening referrals		
Dental examinations	0	
Dental referrals	1	
Visual screening referrals		
Visual examinations		
Glasses repair		
Hearing examinations		
Hearing referrals		
Breakfasts	0	
Morning snacks	0	
Hot lunches	1743	
Afternoon snacks	0	
Clothing referrals		
Number of teachers	1	
Number of aides		
Target group	0	
Other	1	
How many are bilingual	1	Total 1
Number of volunteers		
Target group	0	
Other	0	Total 0
Number of Certificated Personnel Employed (FTE)		
Bilingual		Home School Counselors
Target group	0	
Other	1	
English-speaking only		
Target group	0	
Other	0	
TOTAL	1	

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POLK BENTON AREA
MIGRANT EDUCATION PROJECT
REGULAR TERM 1975-76
EDUCATIONAL IMPACT REPORT

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A. Migration Patterns in the Polk Benton Area, School Year 1975-76

There is no clearly established pattern for the Polk-Benton Area since growers have closed all labor camps in the area and have shifted emphasis away from the high labor intensive crops to machine cultivated and harvested crops.

Most of the eligible children are from former migrant families that have established homes in the area and remain here for most or all of the school year. Except for an occasional family, almost all the identified migrant children are from these settled-in families, and we identify fewer active migrants each year.

The basic core of migrant children are Spanish surname with only about 18% Anglo. Many of the children remain in the area through the summer but are not eligible for summer programs because they were here during the school year.

We are experiencing an influx of migrant children in the Corvallis area as families learn of housing facilities at Chicano Indian Study Center of Oregon (CISCO). Many of them arrive looking for temporary housing, and when no work is available, they enter one of the training programs at CISCO and the children enroll in Mountain View Elementary School in Corvallis.

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B. General Statistics for Middle of Second Semester 1975-76, Polk-Benton Area

1. Number of school districts in area served in IM program	2
a. Total number of elementary (K-6 or K-8) schools in IM program.	5
b. Total number of junior high (7-8 or 7-9) schools in IM program.	1
c. Total number of high (9-12 or 10-12) schools in IM program.	1
Total number of schools	7
2. Numbers of eligible IM pupils	
a. By Migrant Type (as of middle of second semester)	
(1) Type I, Active Interstate	48
(2) Type II, Active Intrastate	65
(3) Type III, Settled In	138
Total	251
b. By Approximate Age/Grade Categories (as of middle of second semester)	
(1) Preschool (ages 4-5)	25
(2) Elementary (6-11) grades K-6	129
(3) Junior high (11-12 or 13) grades 7-8 or 7-9	64
(4) High school (13-18) grades 8-12 or 10-12	33
Total	251
c. By Ethnic Category (Estimated as of middle of second semester)	
(1) Mexican-American	192
(2) Other	59
Total	251
d. By Language Dominance (Estimated as of middle of second semester)	
(1) Spanish Dominant	126
(2) English Dominant	125
Total	251
e. End of Year Total Enrollment (From Form 2336)	256
f. End of Year Total ADM (From Form 2336)	230

3. Personnel (paid by Title IM funds): (Count as of middle of second semester)

	Total Head Count	FTE
Teachers/Counselors/Resource Teachers	1	.5
Aides	4	3.0
Administrators and/or other support staff*	1	.35
Total	6	3.85

*Any person other than teacher/counselor or aide

4. Total IM budget for FY 75-76

Total personnel costs	$ 43,987
All other costs	14,890
Total	$ 58,877

C. Project Sites and Grades Served (From Project Proposal)

Name of Site	Grades Served
Central	
Central Preschool	K
Independence Elementary	1-3
Monmouth Elementary	1-6
Campus Elementary	1-6
Henry Hill Elementary	4-6
Talmadge Junior High	7-9
Central High	10-12
Corvallis 509J	
Mountain View Elementary	K-6

D. Educational Objectives, Methods of Evaluation, Findings and Conclusions

The Polk-Benton Area Migrant Education Project which operated during the 1975-76 year, established objectives on four levels, i.e., preschool, elementary, junior high, and high school levels.

PRESCHOOL OBJECTIVES

Objective #1: Improvement of each child's receptive and expressive standard English and Spanish as measured by the Basic Concepts Inventory.

Pre-posttest data is available for 8 students. Mean pretest performance was 64.75. Posttest mean was 30.38. This represents an average gain of 34.37 points.

Objective #2: To provide instruction in the basic concepts. Student outcome to be measured by performance on the Preschool Academic Checklist.

Pre-posttest data is available for 10 students. Based on a total of 259 points,* the students averaged 21% mastery on the pretest and 81% on the posttest.

Objective #3: To develop reading and readiness skills. Evaluation data available consists of a listing of the number of SWRL Beginning Reading program books completed.

A total of seven students were placed in the SWRL Beginning Reading program. The seven students completed an average of 24 books each. One student completed all 52 books in the series.

Objective #4: Students will develop writing skills. Attainment of this objective will be based on student's ability to print the alphabet.

Eight students took the pre and posttest for this objective. Of the eight students, 7 achieved mastery of all 26 letters at the time of posttesting.

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*Note: This is a special Polk County scoring system.

Objective #5: To develop each child's math skills. Evaluation to be based on the mathematics sections of the Preschool Academic Checklist.

Of the 10 children with pre and posttests, 9 achieved 100% mastery on the mathematics items contained in the checklist.

Objective #6: To develop motor skills and perception. Teacher designed tests will be used for evaluation purposes.

Information is available for 10 students. Pre-post checks were undertaken on 11 skills. Seven students mastered all eleven skills on the posttest, two mastered 9 and one student mastered 8. The average gain was 5 skills.

Objective #7: To develop cultural awareness. Evaluation of this objective is a listing of activities.

Eleven class activities were conducted on behalf of this objective. Activities included art projects, songs, dances, poems, cooking and games.

Objective #8: To improve health and nutrition as measured by records of health exams, screenings, referrals and number of snacks served.

Data indicate that a total of 12 health screenings, exams and referrals were conducted. In addition, 1286 snacks were served.

INDEPENDENCE ELEMENTARY

Objective #1: To improve the child's self concept as measured by the Self-Appraisal Inventory.

Eighteen students have pre and posttest scores on the Self-Appraisal Inventory. Sixteen students showed overall gains in self-concept, one student's score dropped one point and one student showed no change.

Objective #2: To improve each child's reading skills in (a) comprehension as measured by Gates MacGinitie for comprehension and (b) phonics skills as measured by Britton Phonics Inventory.

(a) Gates MacGinitie -- Pre-posttest performance on the comprehension section of the Gates MacGinitie test was as follows:

Grade	N	Mean Grade Level Equivalents*		Gain
		Pre	Post	
2	7	1.10	2.31	1.21
3	11	1.35	2.59	1.24

Overall, student gains ranged from 3 months to 2 years and 1 month.

(b) Britton Phonics Inventory measures student knowledge of letters, sounds, digraphs, blends, and vowels.

Results by grade were as follows:

Grade	N	Average # of Letters Mastered	Average # of Sounds Mastered
2	7	25	24
3	9	26	26

It is recommended that total possible correct responses be indicated and a criteria for mastery be set. This is preferable over measuring change since some students have mastered the skills on the pretest and would, therefore, show no change.

(c) To increase knowledge of sight words as evaluated by performance on the Dolch Word List.

Second graders performed on the Dolch Word List in the following ways:

Grade 2 Posttest mean = 38
n=7 Pretest mean = 19
Gain 9

At the time of pretesting, most children could not respond at a level higher than pre-primer. Therefore, when the posttest was administered, all words recognized constituted gains. The average number of words recognized by level on the posttest was as follows:

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*Note: Standard scores not available

Grade 2
Primer - 41
1st - 31
2nd - 36
3rd - 27

Third graders performed as follows:

	Pre Primer (40)	Primer (52)	1 (41)	2 (46)	3 (41)
Mean Post	40	52	39	44	39
Mean Pre	36	38	28	28	28
Gain	4	14	11	16	11

(d) To increase each child's cultural awareness as evaluated by a list of activities in which children participated.

Documentation of this objective consists of pre-post reading levels as indicated by the Informal Reading Inventory. Of the seven second graders evaluated, the average number of levels gained was 3.

(e) To enable each child to learn enjoyment of reading to be evaluated by teacher observation and children's records of books read.

In grade 2, only 3 children read books. The number of books read ranged from 1-18. In grade 3, eight children read books. The range of books read was from 1-32.

HENRY HILL ELEMENTARY

Objective #1: To increase children's reading ability.

(a) To increase ability in comprehension and vocabulary as evaluated by the Gates MacGinitie. Results were as follows:

	Grade Level Equivalents*		
	Grade 4 n=2	Grade 5 n=6	Grade 6 n=4
Average Gain on Comprehension	1.3	2.4	1.5
Average Gain on Vocabulary	1.2	2.67	2.4

*Standard scores were not available

(b) To increase each child's word attack skills as measured by the Britton Phonic Inventory

The Britton Phonic Inventory measures student knowledge of letters, sounds, digraphs, blends and vowels. Posttest results, by grade, were as follows:

Grade	N	Average # Letters Mastered	Average # Sounds Mastered	Average # Consonent Sounds	Average # Blends Mastered	Average # Vowels Mastered	
						Context	Isolated
4	2	26/26	26/26	17/18	24/26	9/10	10/10
5	6	25/26	26/26	16/18	23/26	9/10	10/10
6	4	26/26	26/26	17/18	25/26	9/10	10/10

Objective #2: To extend each child's cultural awareness as measured by detailing a record of cultural activities.

During the year, seven activities occurred on behalf of the objective.

Objective #3: To improve each child's self-concept as measured by the Self-Appraisal Inventory.

Of the 12 students (grades 4-6) for whom pre-post test data is available, 8 improved their self concept as measured on the Self-Appraisal Inventory.

JUNIOR HIGH

Objective #1: To identify children with learning problems as based on a needs assessment of children who scored 2 years or more below grade level on the most recent reading tests.

Eighty students were screened in grades 7, 8, and 9. Ten were selected to participate in the Project.

Objective #2: To improve identified students reading ability as measured by the Gates MacGinitie Reading Test, Comprehension section.

Pre-post test information was available for 5 students. Three made gains ranging from .3 to 2.5 years and 2 lost a year or more.

Objective #3: To improve children's self-concept as measured by the self-concept checklist.

Pre-post test results were available for 4 students. Of the 4, 2 made gains in the total score and two lost.

Objective #4: No information available.

CENTRAL HIGH SCHOOL

Objective #1: To identify students whose needs are not being met.

A needs assessment form was used to rank 75 students. Of the 75, 21 were selected, eight of whom were migrant children. The average reading comprehension score on the Gates MacGinitie was 5.5 GLE on the pre and 6.9 on the post for an average gain of 1 year, 4 months.*

Objective #2: Tutorial service to be provided.

No information is available concerning the amount of tutoring assistance made available.

MOUNTAIN VIEW ELEMENTARY SCHOOL

Objective #1: Each child's health needs will be assessed and remediation begun.

Seventeen migrant children were provided screening services. All 17 received vision screening and eight received audiometric screening. Additional services included the provision of clothing and shoes, arrangements made for eye exams and/or dental care.

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*Standard scores not available

Objective #2: Cultural Awareness activities will be an integral part of the program.

Children participated in a variety of cultural activities including a Mexican fiesta, Chinese New Year, Black History Week, Brotherhood Week, Indian Culture and others. In addition, staff attended the multi-cultural education workshop and a migrant conference at Otter Crest.

E. Recommendations

1. Because of the small numbers of children involved in most program components, consider moving to a system of individual short term objectives, educational plans, and evaluation according to clearly stated individual criteria. This might be more appropriate than testing with standardized instruments with extremely small groups.

2. Reconsider the use of self-concept inventories. These scores tend to be unreliable, particularly with younger children.

Appendix

Polk-Benton Area

Support Service Statistics

YEAR-END STATISTICAL INFORMATION AREA Polk-Benton

Total bus miles 660

Health examinations 29

Health referrals 21

Health emergencies
Health screening referrals

Dental examinations 16

Dental referrals 19

Visual screening referrals
Visual examinations
Glasses repair
Hearing examinations
Hearing referrals

Breakfasts

Morning snacks 665

Hot lunches 2,640

Afternoon snacks 619

Clothing referrals

Number of teachers 1

Number of aides
Target group 3

Other 1

How many are bilingual 3 Total 4

Number of volunteers
Target group
Other 6 Total 6

Number of Certificated Personnel Employed (FTE)

Bilingual Home School Counselors
Target group
Other

English-speaking only
Target group
Other 1

TOTAL 1

p 210, blank

HOOD RIVER AREA
MIGRANT EDUCATION PROJECT
REGULAR TERM 1975-76
EDUCATIONAL IMPACT REPORT

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A. Migrant Patterns in Hood River County, 1975-76

The migrant influx takes place in late August and early September of each year in conjunction with the fruit harvest. Most of the migrants with children come from the Southwest (California, Arizona, and Mexico) and upon completing their work here return to those areas. The children of these migrants are generally bilingual with just a few being Spanish dominant. Most of the single male migrants come from and return to Mexico; their dominant language, of course, is Spanish. The migrants leave between November and February. Some migrants only pick fruit and leave when that is done; while others work in the packing plants and remain longer. There is a trend of more migrants settling in Hood River County.

The major project effort is made during an approximate 60-day period in the fall. Only a few children (approximately 20) stay throughout the year.

p 214, blank

B. General Statistics for Middle of Regular Term, 1975-76, Hood River Area

1. Number of school districts in area served in IM program	1
a. Total number of elementary (K-6 or K-8) schools in IM program.	4
b. Total number of junior high (7-8 or 7-9) schools in IM program.	1
c. Total number of high (9-12 or 10-12) schools in IM program.	0
Total number of schools	5
2. Numbers of eligible IM pupils	
a. By Migrant Type (as of middle of first semester)	
(1) Type I, Active Interstate	29
(2) Type II, Active Intrastate	13
(3) Type III, Settled In	19
Total	61
b. By Approximate Age/Grade Categories (as of middle of second semester)	
(1) Preschool (ages 4-5)	--
(2) Elementary (6-11) grades K-6	48
(3) Junior high (11-12 or 13) grades 7-8 or 7-9	13
(4) High school (13-18) grades 8-12 or 10-12	
Total	61
c. By Ethnic Category (Estimated as of middle of second semester)	
(1) Mexican-American	33
(2) Other	28
Total	61
d. By Language Dominance (Estimated as of middle of second semester)	
(1) Spanish Dominant	6
(2) English Dominant	55
Total	61
e. End of Year Total Enrollment (from Form 2336)	144
f. End of Year Total ADM (from Form 2336)	45

3. Personnel (paid by Title IM funds): (Count as of middle of second semester)

	Total Head Count	FTE	
Teachers/Counselors/Resource Teachers	4	1.0	200 days
Aides	5	1.5	295 days
Administrators and/or other support staff*	0	0	
Total	9	2.5	

*Any person other than teacher/counselor or aide

4. Total IM budget for FY 75-76

Total personnel costs	$ 24,074
All other costs	4,381
Total	$ 28,455

C. Project Sites and Grades Served (from Project Proposal)

Name of Site	Grades Served
Parkdale Elementary School	1-6
Pine Grove Elementary School	1-6
Mid Valley Elementary School	1-6
Westside Elementary School	1-6
Wy'East Junior High School	7-9

D. Educational Objectives, Methods of Evaluation, Findings and Conclusions

1. Objective #1: (From Project Proposal)

Given daily instruction, the students will make positive gains in Language Readiness on the Preschool Academic Checklist and the Northwestern Syntax Screening Test as determined through pre and posttesting.

Evaluation Method: (From Project Proposal)

Pretest - Preschool Academic Checklist and Northwestern Syntax Screening Test.
Posttest - Preschool Academic Checklist and Northwestern Syntax Screening Test.
Mastery level is 80% on these tests.
Result data will be presented as the number of gains made on each skill.

Number of students to whom this objective and method of evaluation would apply:	unknown
Number of sites to which this objective and method of evaluation would apply:	4 or 5

Data reported which relate to Objective #1:

a. Preschool Academic Checklist

All schools were reported on a single data sheet containing information on 92 students judged to be performing at the preschool level. The number of days participation was not shown but the project is known to be a short term effort coinciding with the autumn fruit harvest of approximately 60 days. The Preschool Academic Checklist Summary sheet indicates the number of students achieving mastery on individual skills. For purposes of this report, the numbers have been converted to percentages and only skill clusters identified. Table 1 represents student mastery on the Preschool Academic Checklist.

Based on the percentages in Table 1, it can be stated that 80% or more of the students mastered each skill cluster on the posttest. To understand the impact of this data, however, additional information is needed including (1) age of students involved, (2) length of the program, both per day and number of days, and (3) type of instruction provided.

Table 1
Percentage of Children Mastering Skills on Preschool Academic Checklist

N=92	Pre	Post		Pre	Post
Knows His Name	88%	100%	Recognizing Same/Different	83%	93%
Arithmetic	78%	86%	Recognizing Letters	73%	88%
Recognizing Shapes	77%	90%	Recognizing Sounds	68%	86%
Recognizing Size	89%	99%	Recognizing Words	60%	80%
Knowledge of Time	66%	81%	Writing	70%	89%
Telling Time	51%	80%	Colors by Pointing	88%	97%
Recognizing Coin Money	82%	90%	Colors by Naming	87%	95%
Knowledge of Money	70%	85%			
Reading Right/Left	80%	88%	TOTAL	76%	89%

b. Northwest Syntax Screening Test

Data presented below represents the percentage of students who mastered skill clusters on the Northwestern Syntax Screening Test. All schools were reported on a single data sheet representing 88 children judged to have oral language problems.

Table 2
Northwestern Syntax Screening Test

N=88	Receptive		Expressive	
	Pre	Post	Pre	Post
Nouns	69%	86%	76%	91%
Verbs	68%	82%	69%	82%
Prepositions	80%	92%	81%	95%
Pronouns	83%	90%	75%	88%
Not Statement	86%	95%	77%	90%
Reversal of Subject/Object	66%	82%	63%	93%
This and That	70%	81%	74%	89%
Question Words	74%	88%	77%	91%
Understanding Sentences	73%	85%	72%	88%
TOTAL	74%	87%	74%	90%

A review of Table 2 indicates students made improvements in all categories. Total figures evidence a slightly higher percentage of mastery on the expressive tasks.

In summary, it would appear that Objective #1 was met. However, school by school details and attendance patterns are not reported.

2. Objective #2: (From Project Proposal)

Given daily instruction, the students will make positive gains in Basic Reading Skills as determined through pre and posttesting using the Wisconsin Design for Reading Skills Development.

Evaluation Method: (From Project Proposal)

Pretest - The Wisconsin Design Reading Skills Development.
Posttest - The Wisconsin Design Reading Skills Development.
Mastery level is 80% on each skill in the test. Results will be presented as the number of gains made in each skill.

Number of students to whom this objective and method of evaluation would apply:	unknown
Number of sites to which this objective and method of evaluation would apply:	4 or 5

Data reported which relate to Objective #2:

The results on the Wisconsin Design for Reading Skills are presented in Table 3. The results are not divided by grade level, but by ability level and represent students in grades 2-6. The checklist represents mastery on word attack skills.

Of the 53 students tested on Level A, 90% mastered all pretest skills and 96% mastered the skills on the posttest. Of the 53 students tested on Level B 70% mastered the skills on the pretest and 75% mastered the skills on the posttest. Forty-four students were tested on Level C. Of the 44, 41% mastered the skills on the pretest and 47% mastered the posttest skills. Therefore, it would appear that some students were moved into Level C before it was appropriate. This is based on the assumption that the 53 students in Level B are the same students as those who mastered Level A, etc.

Table 3
Wisconsin Design for Reading Skills
Checklist of Reading Skills
Grades 2-6

	Percent of Skills Attained on the Pretest	Percent of Skills Attained on the Posttest
Level A (n=53)	90%	96%
Level B (n=53)	70%	75%
Level C (n=44)	41%	47%

In summary, it would appear that migrant children in Hood River County have experienced some successes using the Wisconsin Design Reading Program. Additional data on number of days participation would be illuminating.

E. Recommendations

1. Differentiate between a program design for the few settled-in children and the majority who attend only briefly during the fall fruit harvest.

2. Report data on a school by school basis.

3. Provide attendance or other participation data.

Appendix

Hood River Area

Support Service Statistics

p 224, blank

YEAR-END STATISTICAL INFORMATION AREA Hood River

Total bus miles	15,610		
Health examinations	5		
Health referrals	5		
Health emergencies			
Health screening referrals			
Dental examinations	2		
Dental referrals	2		
Visual screening referrals			
Visual examinations			
Glasses repair			
Hearing examinations			
Hearing referrals			
Breakfasts	0		
Morning snacks	0		
Hot lunches	5,321		
Afternoon snacks	0		
Clothing referrals	3		
Number of teachers	3		
Number of aides			
Target group	1		
Other	5		
How many are bilingual	1	Total	6
Number of volunteers			
Target group	1		
Other	0	Total	1

Number of Certificated Personnel Employed (FTE)

Bilingual		Home School Counselors	
Target group	0		
Other	1		
English-speaking only			
Target group	0		
Other	3		
TOTAL	4		

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WASHINGTON COUNTY AREA
MIGRANT EDUCATION PROJECT
REGULAR TERM 1975-76
EDUCATIONAL IMPACT REPORT

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A. Migration Patterns in the Washington County Area, 1975-76

There are two basic groups of migrant families that work in the Washington County Area, One group, mostly Anglos, make up approximately 20% of the total summer month's work force influx. They come from many different states. Most of them make Banks and North Plains their home base. Some leave after the summer harvest and return in the late fall. Due to the great need for adequate housing, these families move several times within the county throughout the school year.

The remaining 80% of the summer work force consists of Chicano families coming, primarily, from south Texas. However, one third of these families come from Mexico, California, Arizona, and New Mexico. After the summer crops are harvested - June, July and August - most of these families leave the twenty three migrant camps in our county to go harvest crops in other states prior to returning to their home base.

Every year after summer harvest five to ten new Chicano families stay in the camps until housing becomes available in the larger towns. Most of them become permanent residents of Washington County. With the closure of the General Food Corporation frozen food plant, there are indications that fewer people will stay.

Most of the active migrant (one year) children move intrastate. The constant search for better housing and employment is the main reason for these frequent moves.

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B. General Statistics for Middle of Second Semester 1975-76, Washington Co. Area

1. Number of school districts in area served in IM program	7
a. Total number of elementary (K-6 or K-8) schools in IM program.	19
b. Total number of junior high (7-8 or 7-9) schools in IM program.	5
c. Total number of high (9-12 or 10-12) schools in IM program.	6
Total number of schools	30
2. Numbers of eligible IM pupils	
a. By Migrant Type (as of middle of second semester)	
(1) Type I, Active Interstate	330
(2) Type II, Active Intrastate	86
(3) Type III, Settled In	78
Total	494
b. By Approximate Age/Grade Categories (as of middle of second semester)	
(1) Preschool (ages 4-5)	46
(2) Elementary (6-11) grades K-6	303
(3) Junior high (11-12 or 13) grades 7-8 or 7-9	85
(4) High school (13-18) grades 8-12 or 10-12	60
Total	494
c. By Ethnic Category (Estimated as of middle of second semester)	
(1) Mexican-American	395
(2) Other	99
Total	494
d. By Language Dominance (Estimated as of middle of second semester)	
(1) Spanish Dominant	395
(2) English Dominant	99
Total	494
e. End of Term Total Enrollment ..(From Form 2336)	518
f. End of Term Total ADM ....(From Form 2336)	356

3. Personnel (paid by Title IM funds): (Count as of middle of second semester)

	Total Head Count	FTE
Teachers/Counselors/Resource Teachers	8	100%
Aides	11	100%
Administrators and/or other support staff*	2	100%
Total	21	100%

*Any person other than teacher/counselor or aide

4. Total IM budget for FY 75-76

Total personnel costs	$ 193,094
All other costs	32,365
Total	$ 225,459

C. List of Project Sites and Grades Served (from Project Proposal)

Name of Site	Grades Served
David Hill Elementary	K-5
Boscow Barnes Elementary	K-6
McKinney Elementary	K-6
Mooberry Elementary	K-6
W.L. Henry Elementary	K-6
Poynter Junior High	7-8
Brown Junior High	7-8
Hillsboro Mid High	9-10
Hillsboro Senior High	11-12
Cornelius Elementary	1-6
Joseph Gale Elementary	1-6
Central Elementary	K-6
Gales Creek Elementary	1-6
Echo Shaw Elementary (New School)	K-6
Neil Armstrong Junior High	7-9
Forest Grove Senior High	10-12
Banks Elementary	1-6
Manning Elementary	1-3
Buxton Elementary	1-6
Banks Junior High	7-8
Banks High	9-12
North Plains Elementary	K-6
Groner Elementary	K-6
Reedville Elementary	4-6
Witch Hazel Elementary	1-3
Gaston Elementary	K-6
Cherry Grove Junior High	7-8
Gaston High	9-12

D. Educational Objectives, Methods of Evaluation, Findings and Conclusions

-Objective #1: (From Project Proposal)

To improve the child's oral vocabulary in English and Spanish.

Evaluation Method: (From Project Proposal)

Inventory of Readiness Skills will be used for children five and six. For the older children, teachers will use their own teacher-made oral vocabulary tests and chart new words learned. Dolch word lists will also be used.

-Objective #2: (From Project Proposal)

Development in reading and writing skills.

Evaluation Method: (From Project Proposal)

Migrant Reading Inventory, Dolch Sight Word Test, Informal Reading Inventory, Phonics Checklists, Botel and others.

-Objective #3: (From Project Proposal)

To improve their understanding of the dominant culture.

Evaluation Method: (From Project Proposal)

Teacher will submit written evaluation of new knowledge student has acquired. Also, the Cross-Cultural Attitude Inventory will be administered, using the Anglo-American and the Mexican-American Attitude Scale.

-Objective #4: (From Project Proposal)

To provide positive reinforcement and involvement as regards their own cultural background.

Evaluation Method: (From Project Proposal)

Teachers will turn in written evaluation of project activities related to this objective and student response to these activities.

-Objective #5: (From Project Proposal)

To develop self-confidence in the migrant child.

Evaluation Method: (From Project Proposal)

Areas of interest, strengths and weaknesses will be noted on the Migrant Record Transfer Form. This information will allow the child to continue receiving the specific types of help he needs and his progress can be noted from school to school.

-Objective #6: (From Project Proposal)

To develop career and goal awareness.

Evaluation Method: (From Project Proposal)

Students will be pre and posttested as to new words and concepts learned as related to this objective.

-Objective #9: (From Project Proposal)

Individual and/or small group tutorial sessions.

Evaluation Methods: (From Project Proposal)

Students' academic progress should be reflected through pre and posttesting scores.

(Note: Objectives 7 and 8 were related to health and nutritional services)

The Project Proposal also contains a list of the Project sites, activities, and evaluation methods and/or instruments to be used at that site. That list is reproduced in its entirety below:

Below is a description of each project I-M school site. Activities and goals differ somewhat at each school. This is intended to present an overall view of the Washington County Title I-M Program.

1. North Plains Elementary: Project funds will be supplemental to all other funds available to teach children kindergarten through grade six. North Plains will have a teacher and the assistance of an aide.

   Students will be instructed in all context areas so they can be easily moved into a regular classroom when their basic skills improve to their age/grade level.

   Evaluation tools used at North Plains Elementary include the Metropolitan Achievement and the WRAT tests.

2. Hillsboro Elementary: One teacher and three (3) teacher aides will implement the Title I-M Program in the Hillsboro Elementary District. Staff schedules and locations will be made after all Title I-M students are identified in the fall. Aides will all work under teacher supervision. I-M services will primarily be through a referral basis with regular classroom teachers requesting supplemental instruction through Title I-M staff to correlate with the regular curriculum. Emphasis will center on individualized instruction in readiness concepts, language development, and instruction in reading and mathematics.

   Evaluation instruments used in the Hillsboro Elementary District include the Metropolitan, WRAT, Metro '70, Silvaroli Informal Reading Inventory, and teacher made General Phonics Checklist.

3. Hillsboro Secondary: We will have an instructional staff of one (1) teacher, one (1) assistant teacher and at least two (2) teacher aides. The main teacher will supervise the other personnel as well as serve as a resource teacher at Poynter Jr. High Skills Center. Individual or small group instruction in subject areas and in communication skills will be correlated with the regular school curriculum and arranged on a contract system with each student. Students in the district's other secondary schools will receive academic and career counseling and tutoring help as arranged by the teacher-in-charge at Poynter and implemented by the aides or extra tutors.

   Evaluation instruments utilized include Inter-American Test of General Ability.

4. Forest Grove District:

   Elementary - One (1) teacher and at least two (2) aides will work within the context of the district's Special Services Program in the elementary schools. Emphasis on the instructional time will be on developmental language and reading programs. Instructional materials utilized include all of the DISTAR programs as well as a district made work analysis "Criteria Box".

   Evaluation instruments include Botel and other teacher-made checklists.

   Secondary - At Neil Armstrong Junior High School, one (1) teacher and one (1) aide will supplement their activities at the Reading Clinic to serve as resource teachers both within the clinic and in the skills clusters. The teacher and aide will instruct students on an individual or small group basis. Instructional emphasis will be on reading and language development. The project teacher will also offer supplemental counseling to target youngsters.

   Evaluation instruments include the Dolch Word List, Inter-American Test, WRAT and Botel.

5. Banks School District: One (1) teacher aide will be employed to work within the school program with identified migrant students at the elementary level. The aide will work under the Project Director's supervision and with the assistance of the Resource Person and the school Reading Specialist.

   Evaluation instruments include Metropolitan and WRAT.

6. Gaston School District: A bilingual aide will be employed to work in Gaston Elementary. She will tutor students in content areas working in the classrooms at the primary and intermediate level as well as on a referral basis.

7. Groner Elementary School: A bilingual aide will be employed to work at Groner Elementary. She will tutor students both in their regular classrooms and in her office. She will work under the Project Director's supervision and with the assistance of the Resource Person and the school's Reading Specialist.

No data were reported. Consequently, there are no findings. One conclusion that might be drawn is that the reporting requirements as called for in the Project Proposal were not realistic in terms of actual operations in the districts and schools. Coordinating Project data collection with existing district testing programs is admittedly difficult. Collecting special data from classrooms is at least equally difficult. Both of these data collection problems are compounded when there are a large number of different kinds of activities to be evaluated at several sites.

E. Recommendations

1. Consider the possibility of simplifying the program by reducing the number of different kinds of activities to be undertaken. This would make data collection potentially easier if done through district testing programs.

2. If number one is not possible or desirable, consider concentrating on objectives developed at the school level. This would allow for a rich variety of activities. It would also allow for more specificity in planning for which data are to be collected directly from the classroom rather than through district testing programs.

3. Do not try to follow both number one and number two; make a general decision and then follow the appropriate general data collection strategy-- a. simplify and reduce the number of kinds of activities and collect data via the existing district testing program or b. allow school level determination of objectives and activities and collect data directly from teachers.

4. Whatever decision is made, communicate it clearly and specifically to everyone concerned, including the teachers and aides.

5. Make one person responsible for coordination of the collection of data. This person should be able to speak with the full authority of the Director and be able to negotiate directly with schools.

6. Establish a calendar of evaluation events, particularly data collection deadline dates, and follow it closely.

7. Make certain that everyone understands whatever evaluation plan is adopted, sees how it affects their operation, and is committed to carrying it out. If the evaluation plan is not seen as being useful, full commitment by teachers and other staff in unlikely.

Appendix

Washington County Area

Support Service Statistics

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YEAR-END STATISTICAL INFORMATION AREA Washington

Total bus miles		
Health examinations	27	
Health referrals	27	
Health emergencies		
Health screening referrals	10	
Dental examinations	48	
Dental referrals	48	
Visual screening referrals	35	
Visual examinations	35	
Glasses repair		
Hearing examinations		
Hearing referrals		
Breakfasts		
Morning snacks		
Hot lunches		
Afternoon snacks		
Clothing referrals		
Number of teachers	7	
Number of aides		
Target group	11	
Other	1	
How many are bilingual	11	Total 12
Number of volunteers		
Target group	0	
Other	0	Total 0
Number of Certificated Personnel Employed (FTE)		
Bilingual		Home School Counselors
Target group	5	
Other	3	
English-speaking only		
Target group	0	
Other	0	
TOTAL	8	

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IV

SUMMER PROGRAM AREA REPORTS

Malheur Area

Polk-Benton Area

Marion Area

Umatilla Area

Washington/Yamhill Area

Wasco Area

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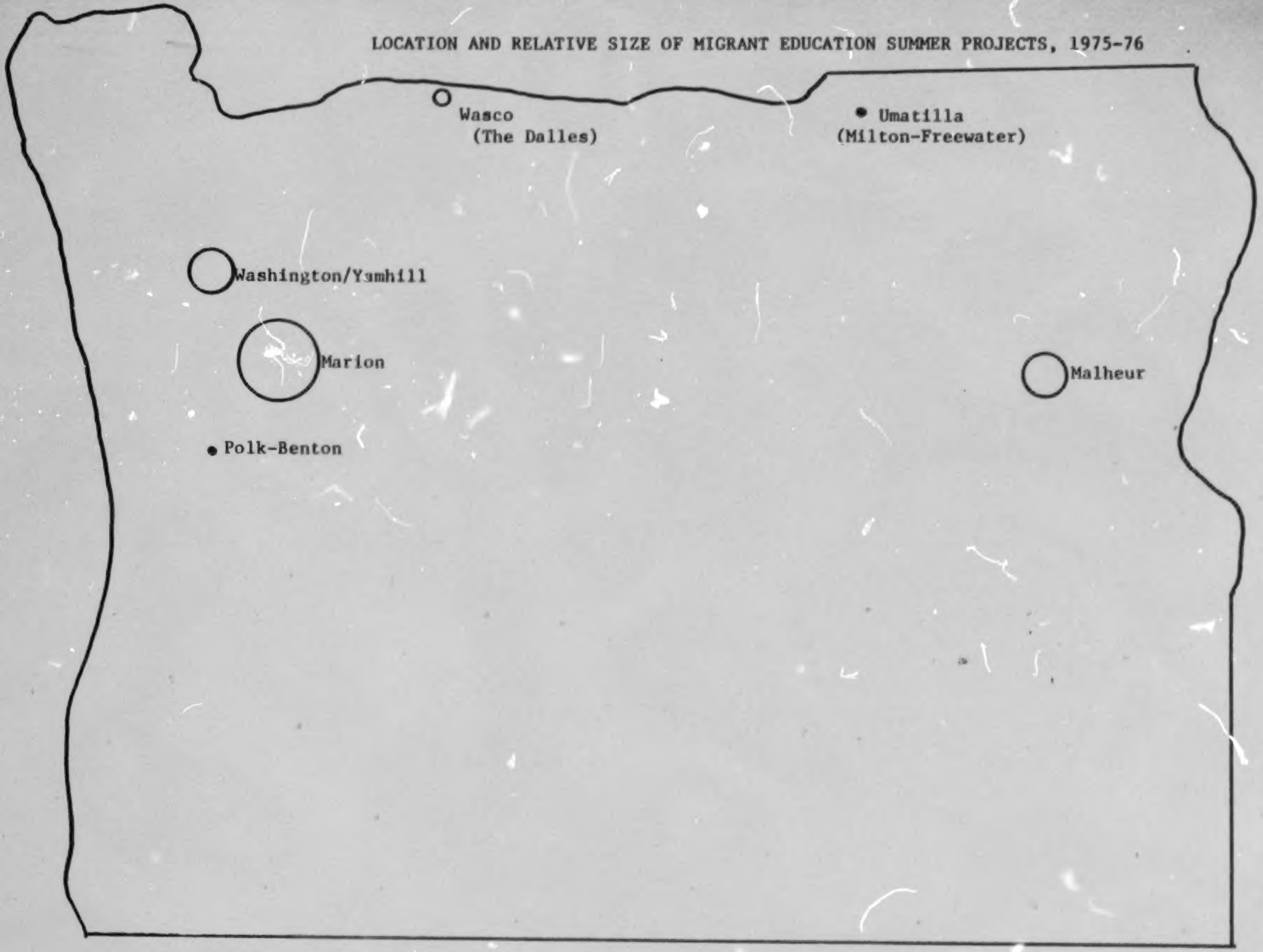
LOCATION AND RELATIVE SIZE OF MIGRANT EDUCATION SUMMER PROJECTS, 1975-76


Wasco
(The Dalles)
Umatilla
(Milton-Freewater)
Washington/Yamhill
Marion
Malheur
Polk-Benton

The areas of the circles are approximately proportional to the enrollment.

General Statistics for Summer Term, 1975-76

	Malheur	Wash./Yam.	Polk	Umatilla	Marion	Wasco	Total	%
1. No. of Project Locations	1	1	1	1	4	1	9	
2. Total No. of Pupils	300	358	42	48	505	144	1397	100%
Estimated % Active Migrants*	80%	91%	85%	69%	71%	93%	78%	
By Grade Level:								
Preschool	48	100	19	10	104	48	329	39%
Elem. (1-6)	252	258	20	37	394	96	1057	61%
Sec. (7-12)	0	0	3	1	7	0	11	--
3. Length of Project:								
No. of Days	29	40**	38	24	35	18	Average	31

*From Monitor Reports

**Actually two 20-day sessions

SUMMER TERM STATISTICAL INFORMATION AREA SUMMER PROGRAM -- Summary

Total bus miles	55,638	
Health examinations	532	
Health referrals	112	
Health emergencies	0	
Health screening referrals	7	
Dental examinations	653	
Dental referrals	215	
Visual screening referrals		
Visual examinations		
Glasses repair		
Hearing examinations		
Hearing referrals		
Breakfasts	23,796	
Morning snacks	2,371	
Hot lunches	26,795	
Afternoon snacks	21,453	
Clothing referrals	0	
Number of teachers	66	
Number of aides		
Target group	43	
Other	19	
How many are bilingual	48	Total 62
Number of volunteers		
Target group	33	
Other	15	Total 48

Number of Certificated Personnel Employed (FTE)

Bilingual	
Target group	31
Other	11
English-speaking	
Target group	5
Other	22
TOTAL	69

Home School Counselors	4
Target Group	3
Bilingual	3
Certificate	1
Home Contact	2
Sec. Clerk	2
Terminal Oper.	1

Summer School Directors 4

Target Group 2 Other 2

Bilingual 2

MALHEUR AREA

SUMMER 1975-76

EDUCATIONAL IMPACT REPORT

ENROLLMENT RECONCILIATION

Area Malheur as of Summer 1976

I. Enrollment Reconciliation

1.	Total eligible I-M children	301
2.	No. children assessed but not needing educational services	--
3.	No. children not served, but who need Title I-M help	--
4.	No. children receiving educational services	301

a. No. children in only 1 prog. component 135 X 1 = 135
b. No. children in only 2 prog. components 166 X 2 = 332
c. No. children in only 3 prog. components -- X 3 = --
301 467

II. Educational Program Components*

	Educational Program Components*	No. children
1.	Oral Language	308
2.	Reading	106
3.	Outdoor Camp	53
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

Total (must equal line I. 5 above) Total Page 1 467

(Go to second sheet if necessary)

*Number and type of program components to be determined locally

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MALHEUR COUNTY
Summer Program

The Enrollment Reconciliation form for the Malheur County Summer Program indicates a total of 301 eligible students served in a unique field trip based vocabulary-building experience and summer camp program. The language program consisted of two parts, oral language and a combination of oral language and reading. Of the total eligible students, 135 students were provided instruction in one component and 166 in two components.

A series of 5 one-week field trip related experiences were planned at each age level. The basic objectives were to build vocabulary.

The week-long sessions were conducted between 7:00 a.m. and 3:00 p.m. The day's schedules included basic skills, art, music, physical education, and recreational activities. Field trips were scheduled each week as part of a vocabulary/language development program. Students were grouped according to language ability. Some students received only oral language instruction; others oral language and reading. Results of the effort are displayed in the table on the following page.

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Summary of Field Trips
Provided During the Malheur County Summer Program, 1976

Group	Avg. # of Students Participating	Field Trip	Total Words	Average Pretest Performance	Average Posttest Performance	Percent Mastery	Average Gain
5 and 6 yr. olds		Boise Zoo and Nampa Pet Shop	6	2	5	83%	3
(Preschool)	37	Bakery	7	1	6	86%	5
		Doctor's Office	6	1	5	83%	4
Oral Lang. only		Dairy Farm	7	3	6	86%	3
		School	6	3	6	100%	3
6 yr. olds		Zoo	6	1	5	83%	4
	7	Fire Station	5	1	4	80%	3
Oral Lang. and Read.		Potato Chip Factory	5	2	4	80%	2
		Cheese Factory	5	2	5	100%	3
Oral Lang. only	14	Zoo	14	4	14	100%	10
		Fire Station	12	10	12	100%	2
		Potato Chip Factory	9	5	9	100%	4
		Cheese Factory	11	5	11	100%	6
		Bakery	14	8	13	93%	5
7 yr. olds		Zoo and Museum	15	6	15	100%	9
	11	Bakeries	17	7	16	94%	9
Oral Lang. and Read.		Fire Station	15	4	13	87%	9
		Television Station	16	1	8	50%	7
		Park	18	5	13	72%	8
Oral Lang. only	11	Zoo and Museum	15	3	9	60%	6
		Bakeries	16	4	9	56%	5
		Fire Station	15	0	8	53%	8
		Television Station	16	4	8	50%	4
		Park	17	4	9	53%	5

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-Continued-

Group	Avg. # of Students Participating	Field Trips	Total Words	Average Pretest Performance	Average Posttest Performance	Percent Mastery	Average Gain
8 yr. olds	16	Bakery	19	10	16	84%	6
Oral Lang. and Read.		Zoo	21	10	20	95%	10
		Airport	20	8	19	95%	11
		Park	18	12	18	100%	6
		Television Station	22	10	20	91%	10
Oral Lang. only	18	Bakery	14	4	12	86%	8
		Zoo	18	8	16	89%	8
		Airport	18	4	14	78%	10
		Park	19	7	16	84%	9
		Television Station	19	4	14	74%	10
9 yr. olds		Sawmill	20	12	19	95%	7
	45	Television Station	23	14	20	87%	6
Oral Lang. only		Home Dairies	20	5	14	70%	9
		Park	20	10	16	80%	6
		Air National Guard	17	5	12	71%	7
10 and 12 yr. olds		Pond	16	8	13	81%	5
	30	Television Station	14	6	11	79%	5
Oral Lang. and Read.		Potato Chip Factory	10	6	9	90%	3
		Airport	11	4	8	73%	4
		Park	12	5	7	58%	2
Oral Lang. only		Pond	15	3	9	60%	6
	6	Television	14	5	11	79%	6
		Potato Chip Factory	10	4	7	70%	3
		Park	12	3	6	58%	3

All groups of children evidenced increased vocabulary knowledge as a result of the field trip experiences. Thirty groups of students achieved a mastery level of 80% or more on the words introduced. Two groups appeared to have some difficulty, i.e., the seven year old "oral language only" and the 10-12 year old "oral language only" students.

It is recommended that teachers review the vocabulary lists for those field trips where the posttest level was 60% or less.

In addition to the basic vocabulary-building program just described, the Malheur Area conducted a one-week outdoor summer camp at the Lake Creek Camp Grounds in Logan Valley, about 150 miles from Ontario. Fifty-three children participated.

The children had opportunities to participate in educational and recreational activities such as hiking, fishing, campfires, crafts, and general outdoor living. The camping experience was informally judged by the staff to have been very successful.

SUMMER TERM STATISTICAL INFORMATION

AREA Malheur

Total bus miles	9883	
Health examinations	221	
Health referrals	4	
Health emergencies		
Health screening referrals		
Dental examinations	193	
Dental referrals	55	
Visual screening referrals		
Visual examinations		
Glasses repair		
Hearing examinations		
Hearing referrals		
Breakfasts	5254	
Morning snacks		
Hot lunches	5254	
Afternoon snacks		
Clothing referrals		
Number of teachers	16	
Number of aides		
Target group	11	
Other	3	
How many are bilingual	11	Total 14
Number of volunteers		
Target group	1	
Other	1	Total 2

Number of Certificated Personnel Employed (FTE)

Bilingual	
Target group	6
Other	2
English-speaking	
Target group	0
Other	7
TOTAL	15

Home School Counselors

Home Contact	2
Sec.-Clerk	2
Terminal Oper.	1

POLK-BENTON AREA

SUMMER 1975-76

EDUCATIONAL IMPACT REPORT

ENROLLMENT RECONCILIATION

Area Polk County as of Summer 1976

I. Enrollment Reconciliation

1. Total eligible I-M children 38
2. No. children assessed but not needing educational services 0
3. No. children not served, but who need Title I-M help 4
4. No. children receiving educational services 38
   a. No. children in only 1 prog. component 34 X 1 = 34
   b. No. children in only 2 prog. components ___ X 2 = ___
   c. No. children in only 3 prog. components ___ X 3 = ___
   34 34

II. Educational Program Components*

	Educational Program Components*	No. children
1.	Preschool/Readiness, Ages 4-5	14
2.	Readiness, Age 6	8
3.	Elementary Reading, Grades 1-6, mixed	12
4.	Three measures were used:	
5.	a. Sullivan	
6.	b. WRAT Reading	
7.	c. Dolch List of Basic Sight Words	
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
	Total (must equal line I. 5 above) Total Page 1	34

(Go to second sheet if necessary)

*Number and type of program components to be determined locally

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PRESCHOOL

School	Age/Grade	Test	No. Students	Comments
Independence Elementary	Age 4-5	Preschool Academic Checklist	14	Pre/post data available for 12 of the 14. All 12 showed raw score gains.

READINESS

School	Age/Grade	Test	No. Students	Comments
Independence Elementary	Age 6	Preschool Academic Checklist	8	Pre/post data available for 7 of the 8. Six of the 7 showed gains while one showed a loss.

ELEMENTARY/READING

School	Age/Grade	Test	No. Students	Comments
Independence Elementary	Elem. 1-6 Mixed	Sullivan	12	Pre/post data available for 9 of the 12. Six of the 9 showed gains of one or more levels. Three did not improve.
		WRAT	12	Pre/post data available for 9 of 12. All 9 showed positive gains.
		Dolch List of Basic Sight Words	12	Pre/post data available for 9 of the 12. Three of the 9 increased their levels, 6 did not change.

Findings:

Preschool/Readiness components were operated for two groups. The first was a group of 14 four and five-year-old children who had not previously been in school. The second was a group of 8 six-year-old children who had experienced difficulty in their first year of school and were judged to be in need of additional work at the readiness level. Both groups performed well. Data were available for 12 of the 14 four and five-year-olds. All 12 showed gains on the Preschool Academic Checklist. The Preschool Academic Checklist was also used with the six-year-old group. Data were available for 7 of the 8. Six of the seven showed gains while one registered a loss.

A Reading Improvement program was operated for a mixed group of 12 elementary children (grades 1-6). Three separate measures were used. Data were available for 9 of the 12 on all three measures. On the Sullivan, 6 of the 9 made gains of one or more levels. Three did not improve. On the WRAT Reading Test, all 9 made gains. On the Dolch List of Basic Sight Words, 3 increased their levels and 6 did not change. Considering the results on all three measures, the reading improvement program can be judged successful.

SUMMER TERM STATISTICAL INFORMATION AREA Polk-Benton

Total bus miles 1976

Health examinations 58

Health referrals 5

Health emergencies ________
Health screening referrals ________

Dental examinations 0

Flouride dry brush 42
Swish wash 32

Dental referrals ________

Visual screening referrals ________
Visual examinations ________
Glasses repair ________
Hearing examinations ________
Hearing referrals ________

Breakfasts ________

Morning snacks 679

Hot lunches 1039

Afternoon snacks ________

Clothing referrals ________

Number of teachers 2

Number of aides
Target group 3

Other ________

How many are bilingual 3

Total 3

Number of volunteers
Target group 3 (and four Title III)
Other ________

Total 3

Number of Certificated Personnel Employed (FTE)

Bilingual
Target group 1
Other 0

Home School Counselors ________

English-speaking
Target group ________
Other 1

TOTAL 2

MARION AREA

SUMMER 1975-76

EDUCATIONAL IMPACT REPORT

ENROLLMENT RECONCILIATION

Area Marion Area as of Summer 1976

I. Enrollment Reconciliation

1. Total eligible I-M children 417
2. No. children assessed but not needing educational services ______
3. No. children not served, but who need Title I-M help ______
4. No. children receiving educational services ______
   - a. No. children in only 1 prog. component 267 X 1 = 267
   - b. No. children in only 2 prog. components 150 X 2 = 300
   - c. No. children in only 3 prog. components ___ X 3 = ___
   - 417 567

II. Educational Program Components*

		No. children
1.	Elementary Basic Skills Program	
2.	- North Marion	234
3.	- Marion	47
4.	- Stayton	58
5.	- Lake Labish	78
6.	Outdoor Education Camp at Suttle Lake	150
7.	Secondary Sight/Sound Development Project	N.A.
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

Total (must equal line I. 5 above) Total Page 1 567

(Go to second sheet if necessary)

*Number and type of program components to be determined locally

MARION AREA
Summer Program

The summer program in the Marion Area consisted of three basic parts, an elementary basic skills portion operated at four locations, an outdoor education experience, and a secondary materials development portion.

The elementary portion operated at four locations, North Marion, Marion, Lake Labish, and Stayton Elementary Schools. A special set of curriculum materials was developed for use in all four centers. The materials were highly specific and aimed directly at the diagnosed needs of the children. These materials were developed by three master teachers who devoted time to it throughout the year in preparation for the summer. A special series of tests was also developed to accompany the curriculum. It is called the Marion County Reading Assessment for Summer (MCRAS). The test has four levels, K, I, II, and III. Evaluation is done with this test. Data are presented on following pages. The project was 41 days in length. Scores of students who were not posttested were excluded from the computations.

The outdoor education experience consisted of a five-day camp-out for children ages 9-12 drawn from the four elementary school centers. The camp was located at Suttle Lake in Oregon's Cascade Range. Typical summer camp experiences such as hiking, swimming, boating, and sports were provided. The development of the child's awareness of his environment was stressed. The theme of the environmental studies was "Everything changes".

The secondary portion of the project, the further development of bilingual Sight and Sound packages for required portions of the Oregon high school curriculum was located at Gervais Union High School. A description of this project follows the elementary section.

Elementary: (All tested pre/post with appropriate level of MCRAS)

					RESULTS		
Group	Test Level	Total Students	Avg. Days Partici- pation	Number With Data	Number With Gains	Percent With Gains	Avg. Gain
North Marion							
K	K	46	13.7	39	37	95%	16.1
1	K	45	19.1	26	22	85%	14.4
2	I	32	16.5	24	18	75%	18.9
3	II	35	16.4	19	17	89%	112.4
4	II	29	19.1	18	18	100%	96.7
5,6,7	III	47	13.7	37	34	92%	29.9
Marion							
K	K	15	24.5	15	15	100%	20.5
1	K	3	28	3	3	100%	20.3
1,2	I	11	28	11	11	100%	9.6
3,4	II	10	28.4	10	10	100%	36.6
5,6	III	8	22.1	8	7	87.5%	27.1
Stayton							
Pre	K	13	31.8	13	13	100%	10.1
1,2	I	11	31.6	11	11	100%	9.8
3,4	II	19	29.5	19	19	100%	34.6
5,6	III	15	29.2	15	15	100%	10.0
Lake Labish							
K	K	17	Unknown	15	15	100%	9.9
1	K	13	Unknown	10	10	100%	10.9
2	I	10	Unknown	6	6	100%	12.5
3,4	II	20	Unknown	12	9	75%	13.4
5,6	III	18	Unknown	16	14	87%	21.5

Conclusions:

The Marion Area summer program must be judged as a great success. It is an example of how an educational effort, even though of short duration, can make a measurable impact when the curriculum materials and instructional methods are carefully specified and directed to the diagnosed needs of the learners. This general approach is commended to the attention of those persons planning programs for migrant children whose long term attendance cannot be assumed. Its usefulness is strongly suggested by comments made by teachers at a meeting at Lake Labish School who, in effect, said, "We wish the regular program was like the summer program."

An outdoor education experience was provided for 150 children drawn from all four centers. The camp operated for five days, July 5 to 9, at Suttle Lake in Oregon's Cascade Range. A variety of educational and recreational activities were provided including environmental studies, hiking, swimming, boating, games, campfires, and field trips. The experience was informally judged by the staff to be a great success.

Secondary:

The secondary curriculum materials development project is perhaps best described in the words of the project director and coordinator. Their reports are reproduced in the pages which follow.

Gervais Union High School
Box 195
GERVAIS, OREGON 97026
PHONE: 792-3656

LATRELLE R. SMOOT
SUPERINTENDENT-PRINCIPAL
EARL B. INGLE, JR.
ASSISTANT PRINCIPAL
GERRY MACKINNON
ADMINISTRATIVE ASSISTANT

BOARD OF EDUCATION
FRANK ADAMS
CHAIRMAN
DONALD BASSETT
VICE-CHAIRMAN
JOHN ST. JOHN
ORVILLE DOWNER
THOMAS KOENIG

September 23, 1976

TO: Mr. Elton Minkler - Jose Garcia

SUBJECT: Final Report on Summer Bilingual Sight and Sound Concept Package Project

FROM: Larry Dunlap - Project Director

This report summarizes the progress made on the Bilingual Sight and Sound Concept Project for the summer of 1976. Attached to the report is the list of packages that were completed during this summer's project. Previously we wrote packages in various disciplines as we felt a need. The 1976 summer's project differed from the previous summer's projects because instead of writing in any area, we wrote in the subject areas that are required for the student to take in order to graduate from high school. The areas packages were written in are: Physical Education, Social Science, Careers, Communication Arts, Personal Health, Drivers Training, and Mathematics. We did make one exception to writing in required areas. We allowed a teacher to write in the music area but he did not receive any compensation for his endeavors.

The objective of the 1976 project was to develop 120 packages for use in the courses required to fulfill graduation requirements. These were to be basic concepts which are short, concise, and easily understandable.

The three purposes for using these packages are:

1) To accommodate those students who come into class or enter school after the school year has already started. The packages will aid in bringing these students up-to-date with various classes.

2) The packages are available for all students for the purpose of reviewing concepts.

3) They allow for reinforcement of the classroom instruction and are available for repetition and review.

"Don't let a stranger teach your children — visit your schools."

The project, directed by Larry Dunlap and Ray Hernandez, was successful in meeting the goals and objectives set up for the project.

This year the majority of the packages were completed by the end of the summer. Mr. Ray Hernandez deserves a great deal of thanks for sharing in the directorship of the summer's project. (Ray and I did the evaluating of packages.) We feel that these are of a superior quality to the previous ones that have been completed.

Library Procedures	16
Communication Arts (Grammar)	3
Study Skills	18
American Literature	10
Careers	6
History of Pacific Northwest	7
Drivers Education	11
Math (Metric system)	6
Personal Health	24
P.E. (Flag Football)	14
Total in required areas =	115
Music	15
Total packages written	130

Although we did not exceed the number of packages written last year, we did improve the quality of this year's packages. We exceeded by 10 our goal of 120 packages.

I would like to thank you and the people who are respon- for the Title 1-11 program for letting us continue writing these packages. I would also like to thank John Little and his staff for all the assistance they provided to the project. Without his help the project could not be the the success we feel it is.

It is our hope we can obtain future funding in order to continue the project, especially since we are working in the disciplines required for graduation. Please feel free to call on us for any further information.

Sincerely,

Laurence L. Dunlap
Project Director
Gervais Union High School
Gervais, Oregon 97026

Enclosures

MARION COUNTY IED
E.S.E.A. TITLE 1-M MIGRANT EDUCATION PROJECT
1745 – 13th Street S. E.
SALEM, OREGON 97302
561-4601

September 22, 1976

TO: John Little, Area Director

FROM: Ray E. Hernandez, Coordinator - Bilingual Curriculum Development

SUBJECT: Final Report on 1976 Summer Bilingual Sight & Sound Concept Project

This report represents a summary of the progress of the Bilingual Sight & Sound Project carried out at Gervais Union High during the Summer of 1976.

The total length of the program was seven weeks. It employed eight teachers, 1 project director, 2 typists, 2 graphic artists, 1 cameraman, and 1 narrator.

The goal for the 1976 Summer Bilingual Sight & Sound Concept Project was to produce 120 good programs in the high school core curriculum. This summer's project produced 130 programs.

This summer's program are superior to our previously production programs because of the following:

1. This summer's program have both an audible as well as an inaudible pulse.
2. Improved photography.
    - A. More consistant exposure
    - B. All horizontal slides
    - C. All color slides except for special effects.
    - D. Better composition.
3. More critical review and evaluation of programs.
4. More detail and better composition in the graphics.
5. Commercially prepared filmstrips.
6. Improved quality of recording masters.

Letters of appreciation will be sent to all personnel involved with this summer's project.

A complete list of all the program titles is enclosed.

LIBRARY

The History of Libraries
Care of Books
What is Found in the Library
The Dewey Decimal System
The Card Catalog
The Card Catalog-Author, Title and Subject Cards
The Card Catalog-The Subject Heading
The Readers' Guide
The Reader's Guide-Author entry
The Reader's Guide-Subject entry
Encyclopedias
Reference Books-Biographies
Reference Books-Literature
Reference Books-Social Studies
Reference Books-Science
Reference Books-Miscellaneous

AMERICAN LITERATURE

Washington Irving
James Fenimore Cooper
Nathaniel Hawthorne, The Dark Puritan
Herman Melville
Edgar Allan Poe, Master of Horror
Henry David Thoreau
Mark Twain, Humor from the Earth
Stephen Crane
Ernest Hemingway, Victory and Defeat
F. Scott Fitzgerald, The Jazz Age

PACIFIC NORTHWEST HISTORY

Sub Regions
Population Areas
Foods of the Pacific Northwest Indians
Housing of the Pacific Northwest Indians
Clothing of the Pacific Northwest Indians
The Potlatch
The Totem Pole

VOCABULARY

What is a Synonym?
What is an Antonym?
What is a Homonym?

CAREERS

Starting High School
Selecting Your High School Classes
Making Plans
How Do You Know What You Want?
What Do You Like To Do?
Gathering Information About Yourself

STUDY SKILLS

Table of Contents, Index, Glossary
Taking Notes
Taking Notes While Listening
Taking Notes When Reading
Skimming
Scanning
Rate of Reading
SQ3R
Context Clues-Antonyms
Context Clues-Similar Words
Context Clues-Common Sense
Alphabetizing
Reading in Science
Reading Laboratory Procedures
Reading in Mathematics
Reading Story Problems
Reading Typing Directions
Reading in the Home Economics Area

METRICS

Metric-English Systems of Measurement
Metric System-Prefixes
Metric System-Decimal
Metric System-Length
Metric System-Volume
Metric System-Mass (Weight)

DRIVERS EDUCATION

The Hand Over Steering Technique
Basic Hand Position, Turn and Stop Signals
The "U" Turn
The "3" Point Turn
Angle Parking
Leaving An Angle Park
Paralled Parking
Leaving A Parallel Park
Parking On An Uphill
Parking On A Downhill
Yielding The Right of Way

HEALTH

What is Digestion?
The Mouth and Digestion
The Esophagus and Peristalsis
The Stomach
Digestion in The Small Intestine
The Small Intestine-Absorption
Large Intestine
The Urinary System
Organs of Respiration
Mechanics of Breathing
Structure and Junction of The Blood
Structure and Junction of the Heart
Arteries, Veins and Capillaries
The Brain in the Nervous System
The Spinal Cord and Major Nerves
Neurons and Nerve Impulses
Bones-Functions and Structure
The Bone Joints
Structure and Junction of Muscles
How Muscles Work
The Eye
The Ear
The Lymphatic System
The Endocrine Glands

PHYSICAL EDUCATION

Flag Football-Field and Player Equipment
Flag Football-Scoring
Flag Football-Starting the Game
Flag Football-Downing the Ball Carrier
Flag Football-Line of Scrimmage
Flag Football-The Punt
Flag Football-The Pass
Flag Football-Officials, Rules and Penalties
Flag Football-Offensive Formations
Flag Football-Defensive Formations
Flag Football-Player Terms Part I
Flag Football-Player Terms Part II
Flag Football-Offensive Players Positions
Flag Football-Defensive Players Positions

BEGINNING BAND

The Four Parts of Sound
Reading Music Pitch
Reading Music Duration
Dynamics and Dynamic Symbols
Treble and Bass Clef
The Musical Alphabet (note names)
The Musical Measure
Time Signatures (in a simple meter)
Whole Steps and Half Steps
Flats, Sharps and Naturals
Scales (Chromatic, Whole Tone, Major)
Rhythm Counting (Simple Duple $\frac{2}{2}\ \frac{2}{4}$)
Rhythm Counting (Simple Triple $\frac{3}{4}\ \frac{3}{8}$)
Rhythm Counting (Simple Quadruple $\frac{4}{4}$)

Key Signature

SUMMER TERM STATISTICAL INFORMATION ✓ AREA Marion

Total bus miles	29,367
Health examinations	52
Health referrals	31
Health emergencies	
Health screening referrals	
Dental examinations	224
Dental referrals	88
Visual screening referrals	
Visual examinations	
Glasses repair	
Hearing examinations	
Hearing referrals	
Breakfasts	11,600
Morning snacks	0
Hot lunches	13,250
Afternoon snacks	10,328
Clothing referrals	

Number of teachers	24	
Number of aides		
Target group	15	
Other	6	
How many are bilingual	15	Total 21
Number of volunteers		
Target group	29	
Other	2	Total 31

Number of Certificated Personnel Employed (FTE)

Bilingual	
Target group	18
Other	2
English-speaking	
Target group	0
Other	8
TOTAL	28

Home School Counselors	4
Target Group	3
Bilingual	3
Certificates	1
Summer School Directors	4
Target Group	2
Bilingual	2
Other	1

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UMATILLA (MILTON-FREEWATER) AREA

SUMMER 1975-76

EDUCATIONAL IMPACT REPORT

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ENROLLMENT RECONCILIATION

Area Umatilla (Milton-Freewater) as of Summer 1976

I. Enrollment Reconciliation

1. Total eligible I-M children 48
2. No. children assessed but not needing educational services
3. No. children *not* served, but who need Title I-M help
4. No. children receiving educational services
    a. No. children in only 1 prog. component 3 X 1 = 3
    b. No. children in only 2 prog. components 19 X 2 = 38
    c. No. children in only 3 prog. components 26 X 3 = 78

48 119

II. Educational Program Components*

		No. children
1.	Preschool/Readiness (Preschool Academic Checklist)	7
2.	Swimming (Individual Short Term Plan/Records)	42
3.	Language Arts (Individual Short Term Plan/Records)	35
4.	Mathematics (Individual Short Term Plan/Records)	35
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

Total (must equal line I. 5 above) Total Page 1 119

(Go to second sheet if necessary)

*Number and type of program components to be determined locally

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MILTON-FREEWATER
Summer Program

A total of 48 children in a mixed group ranging from preschool to grade 6 participated in the Milton-Freewater Summer Program. The program was five weeks long with a maximum possible participation of 24 days.

Seven of the children were at the preschool level and were pre and posttested on the Preschool Academic Checklist. Their educational program consisted of conventional preschool activities. The average number of days participation by the preschool children was 17 out of 24.

The 69 items on the Preschool Academic Checklist can be broken down into 17 groups or areas. The percentage of children who mastered these areas is shown below.

Table 1
Percentage of Children Mastering Skills
Preschool Academic Checklist

N=7	Pre	Post		Pre	Post
Knows His Name	100%	100%	Recognizing Letters (6)	31%	74%
Arithmetic (8 items)	34%	63%	Recognizing Sounds(6)	12%	43%
Recognizing Shapes (4)	57%	100%	Recognizing Words (7)	0%	16%
Recognizing Sizes (2)	100%	100%	Writing (4)	18%	72%
Knowledge of Time (3)	29%	100%	Colors by Pointing (8)	86%	100%
Telling Time (2)	7%	50%	Colors by Naming (8)	82%	100%
Recognizing Coin Money (3)	76%	100%	Total	47%	76%
Knowledge of Money (2)	50%	72%			
Recognizing Left/Right (2)	57%	100%			
Recognizing Differences (2)	57%	100%			

Because of the great diversity of ages, abilities, and achievement levels it was decided to provide individually prescribed programs for each child in the areas of mathematics, reading/language arts, and swimming. In some cases more than one objective was devised in each subject area for an individual child. The results are summarized in the tables below. Below each table is an indication of the average number of days participation for the group. Following the tables are nine sample plan/record sheets which are generally representative of the total 108 sheets actually implemented.

A review of the individual programs revealed well-structured, readily measurable objectives. It is clear the staff had tasks broken down into managable units for the short period of time students spent in the program. The program is to be commended on the thorough documentation and planning efforts on behalf of the students.

Table 2
Swimming Component

N=42

Grade	# Students	# of Objectives	# Attained	Percentage	Medical excuse
K	6	13	13	100%	1
1	7	11	10	91%	1
2	8	15	14	93%	1
3	5	5	5	100%	-
4	5	5	3	60%	
5	5	5	4	80%	1
6	1	1	1	100%	
Sp.Ed.	1	-	-	-	1
Total	42	55	50	91%	5

Patterns of Participation, Swimming

Days in Program	# of Students	Days in Program	# Stu.
8	1	19	3
12	7	20	1
14	7	21	1
15	3	22	4
16	4	23	2
17	3	24	2
18			

Average Number of Days in Program: 17 out of 24 (71%)

Table 3
Language Arts Component

N=35

Grade	# Students	# of Objectives	# Attained	Percentage
1	8	9	8	89%
2	9	9	8	89%
3	5	6	5	83%
4	5	7	5	71%
5	6	7	5	71%
6	1	1	1	100%
Sp.Ed.	1	1	0	0%
Total	35	40	32	80%

Patterns of Participation, Language Arts

Days in Program	# Students	Days in Program	# Students
8	2	19	3
9	2	20	1
11	1	21	1
12	3	22	3
14	6	23	2
15	3	24	1
16	4		
17	2		
18	1		

Average Number Days in Program 16 out of 24 (67%)

Table 4
Mathematics Component

N=35

Grade	# Students	# of Objectives	# Attained	Percentage
1	8	8	7	89%
2	9	9	8	89%
3	5	5	4	80%
4	5	5	3	60%
5	6	6	4	67%
6	1	1	1	100%
Sp.Ed.	1	1	0	0%
Total	35	35	27	77%

Patterns of Participation, Mathematics

Days in Program	# Students	Days in Program	# Students
7	1	18	1
8	2	19	3
9	1	20	1
11	1	21	1
12	3	22	3
14	7	23	2
15	2	24	1
16	4		
17	2		

Average Number of Days in Program 16 out of 24 (67%)

Milton Freewater IM Summer Program

6/7-7/9/1976

Child's Name SAMPLE

Grade Kg.

Program Area Swimming

Objective: 1. To overcome the fear of the water by doing (a) bobs, (b) jumping into water from the edge of pool, and (c) float front position with support from edge of pool.

Activities: 10 minutes in each of three activities as a member of a small preschool group (as directed by teacher aide) 4 days per week

Criterion:
1. Is able to do ten bobs (in and out of water) without stopping
2. Is able to jump from side of pool into 3 ft. of water without hesitating.
3. Is able to do a simulated float position with head in water and flutter kick (as judged by swimming instructor).

Comments: Was very cooperative and enthusiastic and had no problems with the 3 skills.

Date Achieved: 6/29/76 (posttest date) Witnessed by: Anne Hendricks

Total Days Participation 17 out of 24.

Milton Freewater IM Summer Program

6/7-7/9/1976

Child's Name SAMPLE   Grade 1

Program Area Mathematics

Objective: 1. To learn to write numerals from 1-100

Activities: 1. Seatwork 30 minutes four times per week with Elementary Mathematics Level II book and teacher made special worksheets.

Criterion: 1. Student should be able to write the numerals from 1-100 with 100% accuracy.

Comments:

Date Achieved: 7/1/76 Witnessed by: Anne Hendricks

Total Days Participation 19 out of 24.

Milton Freewater IM Summer Program

6/7-7/9/1976

Child's Name SAMPLE Grade 2

Program Area Reading/Lang. Arts.

Objective: 1. To learn to construct the plural forms of nouns.

Activities: 1. Individual cassette listening center (Learning with Laughter series) twice weekly.

2. Seatwork with teacher made worksheets 4 fifteen minute sessions per week.

Criterion: 1. Student should be able to construct the plural forms of 20 nouns provided on a teacher made test with 100% accuracy.

Comments:

Date Achieved: 7/7/76 Witnessed by: Anne Hendricks

Total Days Participation 22 out of 24.

SUMMER TERM STATISTICAL INFORMATION

AREA Milton-Freewater

Total bus miles	960	
Health examinations	43	
Health referrals	6	
Health emergencies		
Health screening referrals		
Dental examinations	41	
Dental referrals	0	
Visual screening referrals		
Visual examinations		
Glasses repair		
Hearing examinations		
Hearing referrals		
Breakfasts	956	
Morning snacks	0	
Hot lunches	943	
Afternoon snacks	0	
Clothing referrals		
Number of teachers	2	
Number of aides		
Target group	0	
Other	2	
How many are bilingual		Total 2
Number of volunteers		
Target group	0	
Other	0	Total 0
Number of Certificated Personnel Employed (FTE)		
Bilingual		Home School Counselors
Target group	0	
Other	2	
English-speaking		
Target group	0	
Other	0	
TOTAL	2	

WASHINGTON AREA
SUMMER 1975-76
EDUCATIONAL IMPACT REPORT

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ENROLLMENT RECONCILIATION

Area Washington County as of Summer 1976

I. Enrollment Reconciliation

1.	Total eligible I-M children	358
2.	No. children assessed but not needing educational services	0
3.	No. children not served, but who need Title I-M help	70
4.	No. children receiving educational services	288

a. No. children in only 1 prog. component 158 X 1 = 158
b. No. children in only 2 prog. components 30 X 2 = 60
c. No. children in only 3 prog. components 100 X 3 = 300
288 518

II. Educational Program Components*

	Educational Program Components*	No. Components	No. children
1.	FIRST HALF OF TERM (20 Days)		
2.	Readiness/Specific Skills	14	112
3.	Readiness/General	3	7
4.	Spanish Language Development	2	22
5.	English Language Development	7	39
6.	Reading	9	101
7.	SECOND HALF OF TERM (20 Days)		
8.	Readiness/Specific Skills	18	114
9.	English Language Development	3	11
10.	Reading	6	50
11.	WHOLE SUMMER (40 Days)		
12.	Swimming	4	58
13.	Special Education	1	4
14.			
15.			
	Total (must equal line I. 5 above) Total Page 1		518

(Go to second sheet if necessary)

*Number and type of program components to be determined locally

[illegible]

Findings:

The findings are displayed on Tables 1 to 8, which follow. The tables are generally titled Degree of Participation and Attainment, by Instructional Group. Preceding each table is a discussion of the data. The definitions of the terms used in the column headings are as follows:

Col. 1: Age -- Chronological ages of the children in the group.

Col. 2: Abbreviated Objective -- A very brief restatement of the objective written on the original data sheet.

Col. 3: No. of Students -- Total number of students who enrolled in the group during the term, regardless of whether or not they completed the entire term or whether or not data were provided.

Col. 4: Range -- The range of days attendance for the group, generally out of a 20-day maximum possible.

Col. 5: Average -- Mean days attendance for the group.

Col. 6: No.>10 -- The number of children who attended for 10 days or more. The data for these children are used in the attainment calculation. The assumption is that it is unreasonable to expect a measurable impact on those children who attended less than 10 days.

Col. 7: No.>10 w/data -- The number of children who attended 10 or more days who had data as called for in the data sheet of the evaluation plan. Generally this means pre/posttest scores, a teacher judgement, or some other previously established measure.

Col. 8: $\% \frac{\text{Col. 7}}{\text{Col. 3}}$ -- Column 7 divided by Column 3 expressed as a percentage. This is the number of children with data who attended for 10 or more days, divided by the total children. It provides a general measure of the relative size of the data base we are considering.

Col. 9: No. w/data made gains -- The number of children who attended 10 days or more, who had the data called for, and made gains, measured as determined by the evaluation plan for that group as stated in the original data sheet. The criteria for gains are generally quite liberal such as an increase in raw score from pre to posttest, improvement as judged by the teacher, completion of an assigned task, or some similarly general measure.

Col. 10: $\% \ \underline{\frac{\text{Col. 9}}{\text{Col. 7}}}$ -- Column 9 divided by Column 7 expressed as a percentage. The number of children who made gains divided by the number of children with data, all of whom attended for 10 or more days. This is termed the percentage of attainment and must be interpreted very carefully, taking into consideration the data from all the other columns. For example, many of the groups are very small and in many cases the percentage of children with data is very small. Furthermore, the nature of the measures used do not lend themselves to precise interpretations. However, the assumption is made that if the treatment resulted in some impact on the children for whom data were obtained, and who had attended more than half time, then some benefits, even though unmeasurable, could be expected for the other children.

First Half of Term, 20 Days

During the first half of the term, an educational program was operated which catered largely to students from nearby labor camps. Five different general types of educational components were offered for groups of various sizes. They were, readiness programs aimed at teaching specific skills, general readiness programs, Spanish language development, English language development and reading. Instruction was generally done in small groups or individually using a variety of typical school materials. The results were as follows:

READINESS/SPECIFIC SKILLS:

Table 1, which follows, shows that there were 14 separate groups engaged in the teaching of specific readiness skills. The age range of the children was from 5 to 12 years. These 14 groups served a total of 112 children and ranged in size from one to 38. The participation of the children ranged from one to 19 days with the average being 8.9 days out of 20. Of the 112 children, only 59 attended for 10 or more days. Of these, data were available for 49. This is 44% of the total children. Of the 49 children, 48 (or 98%) made gains. The data suggest that the approach of teaching specific readiness skills has been successful. Evaluation of 13 of the groups was by teacher judgement. The other group was measured by the Inventory of Readiness Skills. It is felt that for specific skills, the approach of using teacher judgement is more valid than the use of an inventory of several skills, only one of which was taught.

Table 1
Degree of Participation and Attainment, by Instructional Group, Readiness/Specific Skills

			Participation				Attainment			
Column	1	2	3	4	5	6	7	8	9	10
Group #	Age	Abbreviated Objective	No. Students	Range: ___to___	Average	No. >10	No. >10 w/data	% Col. 7 / Col. 3	No. w/data made gains	% Col. 9 / Col. 7
1	5	Learn Colors	16	1 to 18	6.5	4	4	25%	3	75%
2	5	Numbers 1-10 in Spanish	7	4 to 19	13.7	6	6	85%	6	100%
3	5	Numbers 1-10	2	1 to 2	1.5	0	0	--	0	--
4	5	Learn body parts	4	2 to 18	10.2	2	2	50%	2	100%
5	7	Write name	3	3 to 5	4.0	0	0	--	0	--
6	5	Small motor skills	3	2 to 17	7.33	1	1	33%	1	100%
7	5	Learn four basic shapes	2	13 to 19	16.0	2	2	100%	2	100%
8	5	Alphabet in Spanish	1	15 to 15	15.0	1	1	100%	1	100%
9	7	Improve clsrm. behavior/work habits	2	13 to 14	13.5	2	2	100%	2	100%
10	5, 6, 7	Improve locational/directional skills	20	1 to 19	9.0	9	3	15%	3	100%
11	5,6,7,8	Learn alphabet (5 letters)	38	1 to 15	10.6	26	26	68%	26	100%
12	10	Name 10 colors	3	3 to 15	7.33	1	1	33%	1	100%
13	10	Learn alphabet	4	2 to 6	3.5	0	0	--	0	--
14	11, 12	Days of week, months, and seasons in English and Spanish	7	1 to 10	3.6	1	1	14%	1	100%
		Totals	112	1 to 19	8.9	55	49	44%	48	98%

READINESS/GENERAL

Table 2, which follows, shows that there were three small groups engaged in programs of general readiness skills to a total of 7 children. They attended an average of 12.3 days out of 20. Data were collected for only 4 of the 7. All four showed gains. Evaluation of all three groups was by teacher judgement.

Table 2

Degree of Participation and Attainment, by Instructional Group, Readiness/General

			Participation				Attainment			
Column	1	2	3	4	5	6	7	8	9	10
Group #	Age	Abbreviated Objective	No. Students	Range: ___to___	Average	No. >10	No. >10 w/data	% $\frac{\text{Col. 7}}{\text{Col. 3}}$	No. w/data made gains	% $\frac{\text{Col. 9}}{\text{Col. 7}}$
1	6	Gen. read. skills, body parts, locational/direct. conc., word discr.	4	5 to 18	12.5	2	2	50%	2	100%
2	Unknown	General readiness	1	3 to 3	3	0	0	--	0	--
3	5, 6	General readiness	2	16 to 17	16.5	2	2	100%	2	100%
		Totals	7	3 to 17	12.3	4	4	57%	4	100%

SPANISH LANGUAGE DEVELOPMENT

Table 3, which follows, shows that two Spanish Language Development components were operated, one for 18 students, the other for 4. Average attendance was for 11.8 days out of 20. Data were available for 13 students. All showed gains. Evaluation was by teacher judgement for both groups.

Table 3

Degree of Participation and Attainment, by Instructional Group, Spanish Language Development

			Participation				Attainment			
Column	1	2	3	4	5	6	7	8	9	10
Group #	Age	Abbreviated Objective	No. Students	Range: ___to___	Average	No. >10	No. >10 w/data	% $\frac{\text{Col. 7}}{\text{Col. 3}}$	No. w/data made gains	% $\frac{\text{Col. 9}}{\text{Col. 7}}$
1	5, 6, 7	Improve Spanish vocabulary	18	4 to 20	12.0	11	11	61%	11	100%
2	9	Improve Spanish fluency	4	7 to 18	10.75	2	2	100%	2	100%
		Totals	22	4 to 20	11.8	13	13	59%	13	100%

ENGLISH LANGUAGE DEVELOPMENT

Table 4, which follows, shows that 7 English Language Development components were conducted for a total of 39 children. Average attendance was 6.6 days out of 20. Data were available for 14. All 14 showed gains. Evaluation was by teacher judgement in all cases.

Table 4

Degree of Participation and Attainment, by Instructional Group, English Language Development

			Participation				Attainment			
Column	1	2	3	4	5	6	7	8	9	10
Group #	Age	Abbreviated Objective	No. Students	Range: ___to___	Average	No. >10	No. >10 w/data	% Col. 7 / Col. 3	No. w/data made gains	% Col. 9 / Col. 7
1	9	Write simple story	4	2 to 12	5.75	1	1	25%	1	100%
2	9	Improve English written vocabulary	4	2 to 13	5.75	1	1	25%	1	100%
3	9	Increase English vocabulary	4	1 to 16	13.0	3	3	75%	3	100%
4	11, 13	Improve English vocabulary	4	1 to 4	2.5	0	0	--	0	--
5	9	Improve pronunciation of English	9	1 to 20	10.0	5	5	56%	5	100%
6	10	Greetings and intro. in English	10	4 to 15	7.6	1	1	33%	1	100%
7	9	Increase English vocabulary	4	1 to 19	13.0	3	3	75%	3	100%
		Totals	39	1 to 20	6.6	14	14	36%	14	100%

READING

Table 5, which follows, shows that 9 components of reading were operated for a total of 101 children. The groups ranged in size from 5 to 25. Average attendance was 7.5 days out of 20. Data were available for only 16 out of the 101 children. Of those 16, 15 (or 94%) made gains. Five of the nine groups used one of the "Gates" reading tests as a measure. The wisdom of using a standardized instrument in a program of such short duration is doubtful. In two cases, the only test identification given was "Gates". This is not sufficient for interpretation.

Table 5

Degree of Participation and Attainment, by Instructional Group, Reading

			Participation				Attainment			
Column	1	2	3	4	5	6	7	8	9	10
Group #	Age	Abbreviated Objective	No. Students	Range: ___to___	Average	No. >10	No. >10 w/data	% Col. 7 / Col. 3	No. w/data made gains	% Col. 9 / Col. 7
1	7	Improve reading vocabulary	10	1 to 12	5.2	2	2	20%	2	100%
2	7, 8	Improve English reading comprehen.	7	1 to 19	8.85	3	1	14%	1	100%
3	8	Improve vocabulary and comp. in Eng.	8	1 to 20	11.0	4	4	50%	4	100%
4	8	Improve comprehension	6	2 to 15	5.2	1	1	17%	0	0%
5	8	Improve reading comprehension	5	1 to 8	3.2	0	0	--	0	--
6	8, 10	Improve phonetic skill	6	5 to 19	12.5	4	4	67%	4	100%
7	9	Increase English vocabulary	21	3 to 19	9.2	9	0	0%	0	0%
8	10	To identify main idea of a story	13	1 to 20	7.7	4	4	31%	4	100%
9	11,12,13	Factual detail, recog. word in context, main idea, opposites	25	1 to 11	5.72	3	0	0%	0	0%
		Totals	101	1 to 20	7.5	30	16	16%	15	94%

Second Half of Term, 20 Days

During the second half of the term, an educational program was operated which catered largely to students from settled-in migrant families. Three different general types of educational components were offered for groups of various sizes. They were readiness programs aimed at specific skills, English language development, and reading. As was the case in the first half, instruction was generally done in small groups or individually using a variety of typical school materials. The results were as follows:

READINESS/SPECIFIC SKILLS

Table 6, which follows, shows that 18 instructional groups were operated which had specific readiness skills as their objectives, as listed in Column 2. A total of 112 children ages 5 to 10 were served. Group sizes ranged from 1 to 20. Attendance averaged 13.1 days out of 20. Eighty-two children were present for 10 or more days. Of these, data were available for 69 (or 60%). Fifty-seven of the 69 (or 83%) made gains according to the measurement selected, which in all 18 cases, was the Inventory of Readiness Skills. Since the objectives were all specific skills, it is felt that the use of the whole inventory was not appropriate. The use of specific teacher-made tests or teacher judgement, as was done in the first half of the program, would have been better. The use of a general instrument for a specific objective almost always confounds the findings.

Table 6
Degree of Participation and Attainment, by Instructional Group, Readiness/Specific Skills

			Participation				Attainment			
Column	1	2	3	4	5	6	7	8	9	10
Group #	Age	Abbreviated Objective	No. Students	Range: ___to___	Average	No. >10	No. >10 w/data	% Col. 7 / Col. 3	No. w/data made gains	% Col. 9 / Col. 7
1	5-6	Learn colors	2	20 to 20	20.0	2	2	100%	1	50%
2	5, 6, 7	Learn alphabet	20	1 to 19	11.25	12	12	60%	6	50%
3	5-6	Learn alphabet	9	2 to 20	9.88	4	4	44%	2	50%
4	5-6	Letter names and sounds	17	3 to 20	10.9	9	2	12%	2	100%
5	5-6	Locational and directional concepts	1	8 to 8	8.0	0	0	--	-	--
6	5, 6	Improve word discrimination	4	17 to 20	19.25	4	4	100%	2	50%
7	6	Increase auditory memory	1	15 to 15	15.0	1	0	--	-	--
8	7-8	Locational and directional concepts	10	15 to 20	17.7	10	10	100%	10	100%
9	7-8	Auditory discrim. of words	5	15 to 18	12.6	5	5	100%	5	100%
10	7-8	Learn body parts	7	15 to 20	17.0	7	7	100%	7	100%
11	7-8	Increase auditory memory	8	15 to 20	16.9	8	8	100%	8	100%
12	7-8	Learn alphabet	2	15 to 16	15.5	2	2	100%	2	100%
13	9	Learn body parts	6	3 to 19	13.5	5	5	83%	5	100%
14	9	Learn Alphabet	1	6 to 6	6.0	0	-	--	-	--
15	9	Repeat words in sequence	1	20 to 20	20.0	1	1	100%	1	100%
16	9	Auditory differences and similar.	11	2 to 20	10.5	6	5	45%	4	80%
17	9	Locational terms	3	4 to 20	14.3	2	2	67%	2	100%
18	10	Learn common words	6	2 to 16	11.2	4	0	--	-	--
		Totals	114	1 to 20	13.1	82	69	60%	57	83%

ENGLISH LANGUAGE DEVELOPMENT

Table 7, which follows, indicates that three English Language Development components were operated and served a total of 11 children. Their average attendance was 6.8 days out of 20. No data were available for this group. In one case, it was indicated that a teacher-made test would be used but no scores or judgements were recorded. In the second case, the objective was to teach the children to tell time using idiomatic expressions. The instrument selected was the "Gates". If by this was meant one of the Gates MacGinitie Reading Tests, it was clearly inappropriate. Pretest scores were collected for two children. No other data were recorded.

Table 7
Degree of Participation and Attainment, by Instructional Group, English Language Development

			Participation				Attainment			
Column	1	2	3	4	5	6	7	8	9	10
Group #	Age	Abbreviated Objective	No. Students	Range: ___to___	Average	No. >10	No. >10 w/data	% Col. 7 / Col. 3	No. w/data made gains	% Col. 9 / Col. 7
1	7-8	Learn vocabulary of zoo animals	4	1 to 5	3	0	--	--	--	--
2	10	Tell time using idiomatic express.	4	1 to 15	11.75	3	0	0%	--	--
3	11-14	Improve expressive and recep. lang.	3	2 to 8	5.33	0	0	-	--	--
		Totals	11	1 to 15	6.8	3	0	-	--	--

READING

Table 8, which follows, shows that 6 reading components were operated for 50 children, ages 6-14. Average participation was 10.8 days out of 20. Twenty-eight children attended for 10 or more days. Of these, data were collected for 18. This is 36% of the total. Of the 18 with data, 8 (or 44%) made gains according to the measure selected. The measures used were:

Inventory of Readiness Skills, for two groups, clearly inappropriate since the objective given was to improve reading comprehension.

"Gates", for three cases; no further test identification given. Even if the test were an appropriate level, the wisdom of using a standardized instrument pre and post for a program of such short duration is doubtful.

Unidentified, for one case, pre and posttest scores recorded but cannot be identified.

Table 8
Degree of Participation and Attainment, by Instructional Group, Reading

			Participation				Attainment			
Column	1	2	3	4	5	6	7	8	9	10
Group #	Age	Abbreviated Objective	No. Students	Range: ___to___	Average	No. >10	No. >10 w/data	% Col. 7 / Col. 3	No. w/data made gains	% Col. 9 / Col. 7
1	6	Improve reading comprehension	1	20 to 20	20	1	0	0%	--	--
2	7, 8	Improve reading comprehension	1	20 to 20	20	1	1	100%	1	100%
3	7-8	Improve reading vocabulary	9	4 to 20	17.1	8	8	89%	4	50%
4	10	Improve reading comprehension	14	1 to 20	9.4	7	3	21%	1	33%
5	11-14	Improve reading ability	5	1 to 8	2.8	0	0	0%	-	--
6	11-14	Improve reading ability	20	1 to 19	10.15	11	6	30%	2	33%
		Totals	50	1 to 20	10.8	28	18	36%	8	44%

Whole Term, 40 Days

SWIMMING COMPONENT
5/14/76 - 8/6/76

A combination recreational and instructional swimming program was operated throughout the summer. The Red Cross Water Safety Program skill series was used for instructional purposes. A summary of the results is as follows:

Group I (Beginners)

4 students X 7 skills = 28 possible
Number of skills attained = 8

Group II (Beginners)

23 students X 7 skills = 161 possible
Number skills attained = 96

Group III (Advanced Beginners)

9 students X 6 skills = 54 possible
Number of skills attained = 37

Group IV (Advanced Beginners)

22 students X 9 skills = 198 possible
Number of skills attained = 118

Total students = 58

Total Possible Skills = 441
Total Skills Attained = 259
Percentage Attained = 55%

SPECIAL EDUCATION COMPONENT

A special education component was operated for four children for forty days. A small number of individual objectives were developed for each child. Evaluation was by teacher judgement. Participation and attainment was as follows:

Child #1

Participation: 29 out of 40 days

Attainment:

Objective 1, Comb hair, attained
Objective 2, One digit addition, attained
Objective 3, Copy shapes and lines, attained
Objective 4, Interact socially, not attained

Child #2

Participation: 29 out of 40 days

Attainment:

Objective 1, Sequence numbers 1-3, attained
Objective 2, Print last name, not attained
Objective 3, Interact socially, attained

Child #3

Participation: 19 out of 40 days

Attainment:

Objective 1, Keep pants buttoned, attained
Objective 2, Print first name, attained
Objective 3, Print last name, not attained
Objective 4, One digit addition, attained

Child #4

Participation: 30 out of 40 days

Attainment:

Objective 1, Learn 10 nouns in Spanish, attained
Objective 2, Fill peg board, attained
Objective 3, Brush teeth, attained

General Comments:

The statement of objectives and data collection appear to have been handled much better in the first half than in the second half term. Objectives and measurements seem to have been unrelated in the second half.

The special education component evaluation was handled quite nicely as was the swimming component.

SUMMER TERM STATISTICAL INFORMATION

AREA Washington

Total bus miles	10,684	
Health examinations	134	
Health referrals	58	
Health emergencies		
Health screening referrals	7	
Dental examinations	192	
Dental referrals	69	
Visual screening referrals		
Visual examinations		
Glasses repair		
Hearing examinations		
Hearing referrals		
Breakfasts	4,274	
Morning snacks	4,159	
Hot lunches		
Afternoon snacks		
Clothing referrals		
Number of teachers	15	
Number of aides		
Target group	11	
Other	2	
How many are bilingual	13	Total 13
Number of volunteers		
Target group		
Other	8	Total 8
Number of Certificated Personnel Employed (FTE)		
Bilingual		Home School Counselors
Target group	6	
Other	3	
English-speaking		
Target group		
Other	6	
TOTAL	15	

THE DALLES (WASCO COUNTY)

SUMMER 1975-76

EDUCATIONAL IMPACT REPORT

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ENROLLMENT RECONCILIATION

Area The Dalles (Wasco County) as of Summer 1976

I. Enrollment Reconciliation

1. Total eligible I-M children	195
2. No. children assessed but not needing educational services	--
3. No. children not served, but who need Title I-M help	--
4. No. children receiving educational services	195

a. No. children in only 1 prog. component 195 X 1 = 195

b. No. children in only 2 prog. components ___ X 2 = ___

c. No. children in only 3 prog. components ___ X 3 = ___

195 195

II. Educational Program Components*

	No. children
1. Three year olds Preschool (Teacher Observation)	39
2. Four year olds Preschool (Moreno Spanish and English)	30
3. Five year olds Preschool (Moreno Oral English Profile)	29
4. Grade 1, Six year olds (Moreno Oral English)	25
5. Grade 2, Seven year olds (Moreno Oral English Profile)	14
6. Grade 2, Seven year olds (Silveroli Reading)	2
7. Grades 3-4, Eight and nine year olds (Moreno Oral Spanish)	6
8. Grades 3-4, Eight and nine year olds (Moreno Oral English)	16
9. Grades 3-4, Eight and nine year olds (Silvaroli Reading)	3
10. Ages 9-12, Purple Group (Moreno Oral Spanish)	6
11. Ages 9-12, Blue Group, (Moreno Oral English)	12
12. Ages 9-12, Green Group (Silvaroli Reading)	10
13. Age 9, Gifted (Teacher-Shape)	1
14. Ages 9-12, Gifted (Teacher-Ortega)	1
15. Ages 9-12, Deaf	1
Total (must equal line I. 5 above) Total Page 1	195

(Go to second sheet if necessary)

*Number and type of program components to be determined locally

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The Dalles (Wasco County)

(All components located at Dry Hollow School)

PRESCHOOL

Age/Grade	Test/Evaluation	No. Students	Comments
3 year olds	Teacher Observation	39	Children participated between 1 and 18 days with an average of 9.2. Seventeen participated for more than 10 days. Of these 17, all were judged by the teacher to have improved in degree of participation, general communication, and general readiness skills.
4 year olds (including two 3 year olds)	Moreno Spanish Profile and Moreno English Profile	30	Children participated between 1 and 16 days, with an average of 6.8. Eight participated for more than 10 days. Of those 8, data were available for 6. Of these 6, 3 showed gains in Spanish, 2 showed no change in Spanish, and 2 showed gains in English.
5 year olds	Moreno Oral English Profile	29	Children participated from 1-18 days with an average of 9.9. Thirteen participated for more than 10 days and had pre/post data. All 13 showed gains.

ELEMENTARY

Age/Grade	Test/Evaluation	No. Students	Comments
6 year olds	Moreno Oral English Profile	25	Children participated 1 to 18 days with an average of 13.2 days. Thirteen participated for more than 10 days and had pre/post data. All 13 showed gains.
7 year olds	Moreno Oral English Profile	14	Children participated from 2 to 17 days with an average of 10. Seven children participated for 10 or more days. All of these 7 made positive gains.
7 year olds	Silvaroli Reading Inventory	2	One child participated for 15 days and made a positive gain. The other participated only 4 days and did not receive a posttest.
8 and 9 year olds	Moreno Oral Spanish Profile	6	Children participated from 1 to 17 days with an average of 11. Three participated for 10 or more days. All three made gains but were scoring near the top of the test. A more difficult test is needed.
8 and 9 year olds	Moreno Oral English Profile	16	Children participated from 1 to 15 days with an average of 9.7. Nine participated for 10 or more days. Eight made gains. One showed a loss.
8 and 9 year olds	Silvaroli Reading	3	Two children participated for 14 days. The other participated for 5. Both of those who participated for 14 days made gains.
9-12 year olds	Moreno Oral Spanish Profile	6	Participation ranged from 1 to 10 days, with an average of 6. Only one child participated 10 days. She made a positive gain.

ELEMENTARY - Cont'd

Age/Grade	Test/Evaluation	No. Students	Comments
9-12 year olds	Moreno Oral English Profile	12	Participation ranged from 2 to 15 days with an average of 7. Three participated for 10 days or more. Two made gains. One did not change.
9-12 year olds	Silvaroli Reading Inventory	10	Children participated from 1 to 16 days with an average of 8.3. Four participated for 10 or more days. All four made gains.
Age 9 (Gifted, Shape)	Silvaroli Reading Inventory and Moreno Oral English	1	Child scored perfectly on both Silvaroli and Moreno English. Teacher devised individual reading and writing activities.
Age 9-12 (Gifted, Ortega)	Silvaroli Reading Inventory and Moreno Oral English	1	Child scored perfectly on both Silvaroli and Moreno English but did not return after first day.
Age 9-12 (Deaf)	Not tested because of diagnosis	1	Attended for 11 days.

Findings:

A total of 15 educational program components were operated, 3 at the preschool level, the other 12 at the elementary level. A total of 195 children, ages 3 to 12 were served. All components appear to have been well operated and appear to have resulted in positive gains for those children who were able to participate for 10 or more days. Participation was a problem, however, with the average number of days participation in each component ranging from 6 to 13.2 out of 18.

SUMMER TERM STATISTICAL INFORMATION

AREA The Dalles (Wasco)

Total bus miles	2,768	
Health examinations	24	
Health referrals	8	
Health emergencies		
Health screening referrals		
Dental examinations	3	
Dental referrals	3	
Visual screening referrals		
Visual examinations		
Glasses repair		
Hearing examinations		
Hearing referrals		
Breakfasts	1,712	
Morning snacks	1,712	
Hot lunches	1,712	
Afternoon snacks	1,712	
Clothing referrals		
Number of teachers	7	
Number of aides		
Target group	3	
Other	6	
How many are bilingual	6	Total 9
Number of volunteers		
Target group		
Other	4	Total 4
Number of Certificated Personnel Employed (FTE)		
Bilingual		Home School Counselors
Target group		
Other	2	
English-speaking		
Target group	5	
Other		
TOTAL	7	

V

EASTERN OREGON STATE COLLEGE BILINGUAL TEACHER TRAINING COMPONENT

Bilingual Teacher Training Component

EASTERN OREGON STATE COLLEGE

Funding Allocation: $116,985

Project Beginning Date: September 1, 1975

Project Ending Date: August 31, 1977

School Session: Regular Year

Number of Stipend Students Enrolled: 23

Introduction

The Bilingual Education Component is a program for post-secondary students enrolled in the regular college program at Eastern Oregon State College at LaGrande. Each graduate earns an elementary education degree with specialization in the development of the Spanish language and in skills needed to teach in a bilingual-bicultural classroom. Skills developed help the student to identify materials for use in a bilingual-bicultural classroom, to construct and adapt materials in a bilingual setting, and to present materials in an effective manner to pupils. All of the participants who complete the regular college requirements, including a concentration in Bilingual Education for the Bachelor's Degree in Elementary Education, receive the elementary (K-9) teaching certificate.

Students were placed in elementary classroom settings where they worked with both Spanish- and English-speaking children, using materials in both languages. For the majority of students in the program, both the sophomore and senior years were spent in elementary schools. The program was designed in such a way that students could graduate in four years, meeting all institution requirements as well as spending at least one quarter of the sophomore year and the three quarters of the senior year working in the public schools in a bilingual instructional setting. Thus, upon graduation, students in the program not only had a teaching

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certificate but were proficient in Spanish and English, had earned a specialization in bilingual teaching, and had at least four quarters of experience in a regular classroom setting. These experiences serve to prepare teachers better than the conventional program.

Objectives and Evaluation Plan for 1975-76

Obj. 1. To provide a minimum of thirty-six hours in courses oriented specifically toward bilingual-bicultural teaching. Such a curriculum will:

a. meet Oregon's elementary school basic certification requirements

b. provide a minor in bilingual-bicultural education for elementary education majors

c. permit students to graduate within four years, four terms of which (one during the sophomore year and three during the senior year) will be spent in actual elementary classroom experiences.

Findings

The Eastern Oregon State College program provides more than the minimum 36 hours as follows:

25	hours in Bilingual/Bicultural/Courses
10	hours of Practicum
9	hours of Seminars
44	Total hours

Obj. 2. To develop proficiency in reading, writing, and oral communication in the Spanish language since language is a supportive primary tool of the bilingual-bicultural teacher. To evaluate this objective, the Spanish instructor in Spanish will pre- and posttest all new applicants to the Bilingual-Bicultural Title I-M Program to determine the entry range of proficiencies. Results of the progress made by students will be reported annually.

Findings

Pre and posttesting of the students has been found to be impractical by the project staff. Instead, regular progress toward graduation through the sequence of the College's series of Spanish language courses is seen as a better measure. In the earlier days of the program, many students had difficulty with Spanish 310, Spanish for Native Speakers. At the present time, most students are being counseled (or self select) to enter the sequence at the beginning. The project staff reports that as a consequence the students are more successful in the higher level courses. This has had the added benefit of reducing the level of frustration experienced and resultant dropouts.

Obj. 3. To provide assistance to the overall state migrant Title I-M program by having all students participate in one or more of the following projects:

a. Acquisition and demonstration of bilingual-bicultural materials to schools where the practicum, student teaching or intern teaching is being performed.

b. Participation in local and statewide Title I-M inservice training projects.

c. Provide services as assistant teachers and interns (during sophomore and senior years) in schools operating Title I-M programs.

d. Participation in summer Title I-M programs.

Findings

All students participated in summer Title I-M programs. This has provided excellent experience for the students as well as a valuable source of short term help to the summer projects. Those students also participated in the materials project and I-M training sessions.

Two students participated in the sophomore practicum, one at Ontario and one at Nyssa. Both are areas with high concentrations of migrants.

Five students participated in the senior practicum, three at Ontario and two at Nyssa.

Obj. 4. To provide supervision and support for students participating in off-campus classroom experiences.

Findings

Practicums, senior internships, and student teaching were available to students at the following locations: May Roberts Elementary School, Ontario, Oregon; Nyssa Elementary School, Nyssa, Oregon; and Nellie Muir Elementary School, Woodburn, Oregon. Supervision at May Roberts and Nyssa Elementary Schools was provided by the Eastern Oregon State College program supervisor as in 1974-75. Through a cooperative effort with the Woodburn school district and Nellie Muir Elementary School, interns from Eastern Oregon State College were supervised by an individual approved by Eastern Oregon State College.

Additional Findings

Two project students in their senior year found employment with the Salem School District bilingual program and transferred to Oregon College of Education at nearby Monmouth to complete their degrees.

A total of five stipend students graduated from the program this project year. In addition, two non-stipend students graduated. There has been a gradual increase in the number of non-stipend students participating. This is in keeping with the planned phase-out of Title I-M support.

VI

MIGRANT EDUCATION SERVICE CENTER

ACTIVITIES OF THE
MIGRANT EDUCATION SERVICE CENTER
FY 1975 - 76

Introduction:

The Migrant Education Service Center (MESC) is the educational supportive agency of the Oregon Department Title I-Migrant Office. The Center coordinates services provided to projects funded in the State of Oregon under Title I ESEA PL 89-10 as amended by PL 89-750. A primary objective of the Center is to provide those schools that have migrant education projects with concise and extensive pre-and in-service programs. In addition the Center is responsible for implementing the Migrant Record Transfer System and for providing services in the multimedia area including the dissimination of educational materials. The Center also functions as a liaison with other agencies who provide services to children of seasonal farm workers.

To provide these services, the MESC has developed eight major components: (1) cultural awareness; (2) career ladder; (3) bilingual/bicultural education; (4) early childhood education; (5) program monitoring; (6) Migrant Student Record Transfer System; (7) multimedia, acquisition and dissimination of materials and (8) parental and school involvement. To implement each of these areas, the Center employs the following staff: Francisco Loera serves as supervisor of the MESC with direct responsibility to the cultural awareness component of the Center and the career ladder program. Alfredo Lugo serves as a consultant in the area of early childhood education. Elton Minkler is the program and curriculum specialist. Senaida Perez, Susan White, and Maureen Williams administer and implement and coordinate functions of the MSRTS component. Rick Hoefling serves as materials disseminations and multimedia specialist. Susan Hunt and Leticia Gonzalez support the administration and management of the program in general.

Again, this year the bilingual/bicultural component activities have been minimal. No specialist is assigned in this area at the present time. Any requests from programs to the Center pertinent to this component are shared by the MESC specialists with the aid of consultants.

The Migrant Education Service Center is primarily responsible for the planning, development, and implementation of the State Title I-M Annual Conference. This conference is generally held in early Spring.

The workshops are designed based on the suggestions of program personnel. Out-of-state consultants as well as those on a state and local level are contacted to provide presentations in the areas and topics suggested. All program personnel (approximately 260) are invited to attend. Highlights of our 1976 Spring State Conference were presentations by Ed Steinman from the University of California at Santa Clara who spoke to participants about the Lau vs. Nichols decision. Mary Hall, Assistant Superintendent of Oregon State Department of Education presented Migrant Personnel with important and relevant information relative to migrant concerns.

In addition to our Annual Conference, MESC personnel have provided technical assistance in the development and implementation:

1. The planning of the National Migrant Education Conference which will be held in Seattle, Washington May 1-4 of 1977. The Olympic Hotel has been chosen as the site for the conference. Approximately 8 planning committee meetings have taken place in order to formulate and work out plans for a successful working conference. Representatives of the planning committee include persons designated from the states of Idaho, California, Oregon and Washington. This is the first time a coordinative effort for inter-state cooperation has been tried out. The task assigned to Oregon is the development of workshops and program design and content.

2. Help the Marion County Migrant Education program provide a conference for parents. Physical and consultant presenters expenses were shared by the MESC.

PROGRAM FUNCTIONS

Cultural Awareness: The cultural awareness program consists of an in-service package of instructional and cultural issues combined into ten class sessions. Each session is designed to provide participants with an awareness for further inquiry into the stereotypes of ethnic and culturally different minority groups. This process involves familiarization in the areas of human and intergroup relations, communications, minority group cultures, and life styles.

During winter term, a ten session course was held at Jefferson High School in Jefferson, Oregon. Each session consisted of three classroom hours. All topics presented were related to some aspects of cultural and social awareness. Twenty-two persons from the Jefferson School District staff attended. Classes were held every Wednesday from 3:30 to 6:30 p.m. Participants received 3 credit hours of graduate credit through the Division of Continuing Education for the 30 classroom hours they attended.

September 26, 1975: A two-hour presentation session to 16 high school students from Jefferson High School. The presentation focused on brief historical events of the Mexican Americans.

October 1, 1975: A two-hour presentation given to 28 faculty and staff of Chemeketa Community College. The presentation focused on the economic problems and social and life styles of Mexican Americans.

October 7, 1975: Shared with Rick Hoefling a presentation relative to the Sight and Sound project. This session was held at the Holiday Inn Motel in McAllen, Texas and was presented to the members of the Northwest Council for Migrant Education. Twenty-four members and guests were present.

November 19, 1975: An overview of MESC activities was presented to a visiting team of program staff members from the Washington Migrant Center at Sunnyside, Washington.

December 9, 1975: An overview of MESC activities presented to a second visiting team of program staff members from the Washington Migrant Center at Sunnyside, Washington.

March 5, 1976: Two-hour presentation on some aspects of social and culture awareness given to 12 Vocational Education Fellowship Students from Oregon State University.

March 24, 1976: Overview of MESC activities and exchange of information in order to stablish closer working relations with personnel from Bonniville Power Administration.

March 30, 1976: Four one-hour presentations given to Home Liaisons from the State of Washington Migrant Education Program. Approximately 180 Home Liaisons were in attendance. Presentations focused on the social, economical and life styles of migrant workers.

The Migrant Education Service Center is totally responsible for providing direction and related educational assistance to the summer migrant programs. The total staff of the MESC is involved in these activities.

Areas covered in the in-service program sessions include the following:

Cultural Awareness
Preschool Education
Monitoring and Evaluation
Bilingual/Bicultural Education
Migrant Student Record Transfer System
Orientation of Educational Materials, Materials Dissemination, and
    Audiovisual Techniques

Programs visited during the 1975 Summer Session included the following:

Marion County Program
Washington County Program
Polk County Program
The Dallas Program
Milton-Freewater Program

In addition, preschool programs from the Migrant Indian Coalition and Oregon Rural Opportunities were provided with technical assistance.

The Career Ladder: The Career Ladder program focuses on a good comprehensive teacher aide training program that will enable individuals to climb a career ladder in the teaching profession. The training process will be structured accordingly with provisions for standardization based on a uniform college degree program. Thus, it will seek to join other Career Ladder programs and will arrange with educational institutions to provide practicum credit for the work experience and training received on the job.

Concurrently, a college program will be designed to provide the new careerist with the opportunity to take basic college courses. Both types of credit will be counted toward a college degree. In addition, supplementary training by means of preservice, in-service, workshops, and conferences will be provided by the Migrant Education Service Center.

Career Ladder:

September 16, 1975: Meeting with Jose Garcia and Janet Freeman to present overview of career ladder, including activities and procedures for school enrollment and in-service workshops.

September 24, 1975: One-hour presentation focusing on some aspects of the career ladder program given to 28 school administrators from Marion County.

October 10, 1975: Four-hours workshop presented to 16 teacher aides from Washington County. Presentation focused on educational and cultural problems of the Mexican American student. Staff from Portland State University assisted with presentation and Janet Freeman coordinated.

October 11, 1975: A four-hour workshop presented to 18 teacher aides from Klamath County . Presentations focused on the Sight and Sound program. Ray Hernandez and Larry Dunlap assisted with the presentations.

October 28, 1975: A six-hour workshop for home school counselors held at the North Kopper Kitchen. Thirty-two school counselors from throughout the state attended. Focus of presentation was on Parent School Participation. Nancy Shultz and Dalia Torres assisted with presentations.

November 18, 1975: A six-hour workshop for home school counselors held at the Marion County IED Conference Room. Presentations focused on the processes of community and school involvement, recruitment and school liaisons. Manuel Olivas and Alfredo de Avila from the Washington Migrant Program assisted with presentations.

December 18, 1975: A two-hour session with 18 teacher aides from Klamath County. Presentations focused on career ladder activities on college course orientation and academic advise. Also, at this meeting, set up U. S. History course through DCE with 3 lower division of history credits.

February 26, 1976: A two-hour session with teachers and teacher aides from the Malheur program to review progress of career ladder program. Thirty-two teachers and teacher aides were present. Mr. Hicks, building principal and Mr. Larsen, Program Coordinator were also present.

May 6, 1976: A four-hour workshop held at the Malin Elementary School for teacher aides in Klamath County. Lucy Fairchild presented this program on reading concepts.

August 23-27, 1976: A five-day (5 hours each day) workshop seminar was held at the Washington County IED for 14 teacher aides from Yamhill and Washington County. Three-hours of education seminar were given to those aides who finished successfully. Specialist counsultants from throughout the state were hired to conduct these sessions.

September 15-17, 1976: A 3-day (6 hours each day) workshop seminar was held at Shasta Elementary School in Klamath Falls for 14 teacher aides from Klamath County programs. Three credit hours were given. Seven specialist consultants assisted with seven different presentations. Evaluations of presenters and their topics are on file at the MESC.

September 29-October 1, 1976: A 3 day (6 hours each day) workshop seminar was held at the Northwest Natural Gas Company for teacher aides from Marion County programs. Thirty teacher aides attended 8 different presentations. College credits were given to those who successfully completed the requirements. Evaluations are on file at the MESC.

October 13-15, 1976: A 3-day (6 hours each day) workshop seminar was held at Treasure Valley Community College for teacher aides from Malheur County. Thirty-two teacher aides attended the sessions and 1 credit of college credit was given to those who successfully completed their requirements.

In addition to the workshops provided by the MESC, teacher aides are enrolled at their respective areas' community college, taking courses from the lower division requirements. Those who have finished their requirements have started taking upper division courses.

Parent And School Involvement

January 23, 1976: A 2-day workshop was held at Otter Crest for the Parent Advisory Group from St. Paul. Focus of presentations were on community and school involvement. Ismael Barrera from the Portland School District assisted with the presentations. Twenty-eight parents and school staff attended.

February 6, 1976: A 2-day workshop on parental and school involvement with emphasis on community organization was given to a group of parents from North Marion School District. Presentation was held at Otter Crest. Twenty-two parents attended. Manuel Olivas and Alfredo de Avila from the Washington Migrant Program assisted with presentations.

February 20, 1976: A 3-hour meeting with the Parent Advisory Group from the Woodburn School District Migrant Program. J. J. Garza assisted with presentation focusing on community organization.

April 20, 1976: One-hour session to present overview of activities of the MESC to 22 parents from the Gervais School District.

May 22, 1976: A 3-hour presentation on community and school involvement given to 16 parents from Jackson County.

To implement the course work, a series of meetings were held during the school year with respective college personnel, superintendents, principals, teachers, and teacher aides. A list of these meetings is on file at the MESC.

Staff Development: During the winter term, certified staff from the Malheur County Program were provided with two courses in Conversational Spanish (RL 407). In addition to obtaining college course credit from the Division of Continuing Education, the districts gave participants increment credit.

One course consisting of ten class sessions (three hours each session) was held at Nyssa Elementary School. Thirty-six persons, including certified staff and teacher aides, enrolled. Lupe Lopez, with some assistance from the MESC staff, provided the instruction.

MESC Library Activities: The office personnel felt that there was a need to organize the MESC materials into an easy check-out system. Leticia and Susan have been working together with Rick to organize these materials into a library.

The books were divided into subject categories (ex: art, math, cultural awareness, reference, etc.) and stamped with the MESC address stamp. After this, a trip was made to Chemeketa Community College to get ideas for establishing a library numbering system suitable to our needs. New cards were made for the books. Information on the cards include the author, title, copy number, number of books in a set (if any) and library number. Those books which must be checked out in sets have been tied together as a set.

Currently and simultaneously, the books are being numbered (on both covers and also on the outside with a cloth label) and briefly summarized for the purposes of writing a catelog. The catelog should facilitate locating any materials that Title IM personnel throughout the state wish to check out.

After the books havebeen completed, the same process will be used in categorizing films and kits.

EARLY CHILDHOOD EDUCATION
(PRESCHOOL & RECORDS)

Early Childhood Education (Preschool): Oregon Title I-M Migrant Preschool is serving about 385 children during the regular school year and 280 during the summer school program. To provide better technical services, we have divided Oregon into two parts--The Willamette Valley and Eastern Oregon.

The Willamette Valley have eleven (11) teachers, twelve (12) aides, fourteen (14) home/school counselors, and several high school student volunteers as tutors. Eastern Oregon has seven (7) teachers, seven (7) aides, two (2) home/school counselors, and interns from Eastern Oregon University, Bilingual Program at La Grande, Oregon.

Monitoring:

The Early Childhood Specialist monitors all Title I-M Preschool Programs at least once a month.

Some programs are monitored more often according to their needs.

Strength of program, curriculum, and testing is discussed with staff during visits.

Planning, demonstration of materials, classroom management, and teaching techniques are discussed with staff and area director after each meeting.

Monthly Meetings or In-Services:

Monthly meetings are planned a year ahead with the Willamette Valley and Eastern Oregon preschool personnel, area directors, principals, teachers, aides, and home/school counselors.

The preschool calendar is planned for the current year in September. All I-Migrant preschool staff, area directors have input in planning their in-services.

Specialists in areas of interest and concerns to teachers, aides, and area directors are recommended to provide in-services for the 1975-1976 school year.

Topics covered this year included the following: bilingual/bicultural curriculum, English and Spanish testing, arts and crafts, system 80 programs for preschoolers, English as a second language, test for auditory comprehension of language English/Spanish and learning centers.

Workshops:

Several counties planned workshops. The following areas were covered by the specialists: multicultural curriculum, arts and crafts, English and Spanish testing, techniques in teaching English as a second language, classroom management, role of the paraprofessionals, and learning centers.

September 9, 1975: A two-hour in-service was offered at the MESC at Salem for the Willamette Valley Preschool teachers, paraprofessionals and area directors on a overview of migrant education on early childhood education level by Jerry Fuller, Director of Compensatory Education of Oregon. Attendance - 15.

September 19, 1975: A one-hour conference with the principal at Canby High School on migrant education and the family educational rights and privacy act of 1974.

September 11, 1975: Provided technical assistance on early childhood education to Colegio Cesar Chavez in Mt. Angel in curriculum and evaluation. Attendance - 7.

September 24, 1975: A two-hour in-service was held for the Eastern Oregon Preschool teachers, paraprofessionals and area directors concerning an overview on migrant education at the early childhood education level by Jerry Fuller, Director of Compensatory Education of Oregon. Attendance - 11.

September 26, 1975: A three-hour workshop was held at Salem by the Marion County IED Title I-M Project on English as a second language and the utilization of ESL materials in the classroom. Attendance - 21.

September 29, 1975: A two-hour conference with the bilingual staff at the preschool in Independence on bilingual materials in early childhood education and testing.

October 7, 1975: A two-hour in-service was held at SDE in Room #109 in Salem for the Willamette Preschool teachers, paraprofessionals and area directors on arts and crafts in the early childhood education level. Attendance - 14.

October 28, 1975: Conference with preschool staff at St. Paul on early childhood education curriculum and testing. Attendance - 3.

November 10, 1975: Conference with the Lovell, Wyoming Title I-M staff at the MESC on early childhood education materials, testing Spanish and English and visited preschool sites. Visitors - 4.

November 12, 1975: A two-hour in-service was held at the MESC at Salem for the Williamette Valley Preschool teachers, paraprofessionals and area directors on the English and Spanish TOBE test. Dr. Margaret H. Moss, author of the TOBE test was our guest speaker. We also had the Lovell, Wyoming Title I-M visitors present. Attendance - 19.

November 18, 1975: A two-hour in-service was held at May Roberts Elementary School for the preschool teachers, paraprofessionals and area director on bilingual/bicultural education at the preschool and elementary level. Mr. Miguel Salinas, Principal and Bilingual Director at Nellie Muir Elementary School was the guest speaker. Attendance - 13.

December 2, 1975: A two-hour in-service was held at SDE at the conference room #109 in Salem for Willamette Valley Preschool teachers, aides and area directors on test for auditory comprehension of language English/Spanish. Maureen Casey, Communication Disorder Specialist for Marion County was our guest speaker. Attendance - 13.

December 14-15-16, 1975: Review and report of the migrant project at Malheur County on the MSRTS.

January 6, 1976: A conference with North Santiam Preschool staff on early childhood education curriculum and career ladder. Attendance - 3.

January 8, 1976: Observed and had a conference with preschool paraprofessionals on ESL materials at Independence.

January 12, 1976: Observed and had a conference with preschool staff on system 80 program at Brooks.

January 14-15, 1976: Review and report on the migrant project at Polk County on the MSRTS.

February 10, 1976: A two-hour in-service at Adrian Elementary School was held for the preschool teachers, paraprofessionals, and area director on the administration of the TOBE test. Attendance - 10.

February 9-12, 13, 1976: Review and report on the migrant project at 24J School District on the MSRTS.

February 17, 1976: Review and report on the migrantproject at Yamhill County on MSRTS.

April 6, 1976: A two-hour in-service was held at Washington Elementary School for the Willamette Preschool teachers, paraprofessionals, and area directors. Mr. Roger Fisher, Evaluation Consultant for Educational System Inc., gave us an overview of the Santa Clara Inventory of Developmental Tasks for preschool age. Attendance - 8.

May 3, 1976: A two-hour in-service was held at the St. Paul Preschool for the Willamette Preschool teachers, paraprofessionals and area directors. Attendance - 5.

May 18, 1976: Attended and provided technical assistance to Gervais Parent Advisory Committee on parent advisory council role. Attendance - 16.

June 29, 1976: Provided technical assistance on early childhood education and migrant education to the Lake Labish summer staff.

July 28, 1976: Provided technical assistance to Polk County Summer Program staff on migrant education and early childhood education.

MIGRANT STUDENT RECORD TRANSFER SYSTEM

In order to facilitate the collection and distribution of school records for children of migrant farm labor and seasonal fisher families, a nationwide information system was designed and put into operation in Spring of 1969. This system, called the Migrant Student Record Transfer System (MSRTS), enables schools to obtain school-related information on migrant children as they move throughout the country.

The goal of the system is to make background information available to local education agencies within 24 hours after receipt of a request for it. Individualized programs can then be planned for the child and past efforts not duplicated.

The national migrant data bank is located in Little Rock, Arkansas. Schools throughout the country are connected to the computer via a teletype communication system. In Oregon we have two teletype station locations. One location is in Ontario which handles processing for Malheur County and one is in Salem (2 teletypes) which processes data for the remainder of the state.

Participating schools are called by the teletype operators, better known as Terminal Operators, on a weekly basis. At that time, enrollments, withdrawals and update information is reported. It is then processed and sent via teletype to the data bank which in turn sends updated records to the schools directly from Little Rock, Arkansas.

Student files should be updated to include information on his/her academic, health and special interests. Timeliness must be stressed here since students will move and enroll in other schools quite rapidly. In order for each successive school to do the most efficient job of servicing the student's needs, they must have an up-to-date record.

The migrant child and his parents or guardians are allowed to review the data on his transfer record at any time. When a child withdraws from a school he may receive a copy of his Uniform Transfer Record. State educational agencies will use the same safeguards, regulations, and procedures followed in disseminating other academic and school records in their respective states. No additional information beyond the data on the record will be issued.

The resolution for safeguarding the personal privacy of the individual provides the limitations on access to the records. Other than the child and his parents or guardians, only the teachers and school officials have access to the records.

The number of students served by the MSRTS for the 1975-76 School Year was 4,571 with 1,367 for summer programs.

In the past, migrant streams have experienced various shifts in direction. However, the majority of migrant families that travel through Oregon each year seem to come from Arizona, California and Texas on their way to and from Washington. The two major groups represented in the migrant population are Anglo (15%) and Mexican-American (85%).

The successful use of the MSRTS depends greatly on the attitude of school personnel toward the system. Schools which make the maximum use of the MSRTS data are those which are concerned with a rapid flow of information.

School visitations have been made each time a new person takes over the responsibility of the Migrant Student Record Transfer Forms at a particular school. This person is trained to make sure that all possible information is added to the form and is reported to the Terminal Operators so each migrant child's record is always up-to-date. This person mus also be well aware of regulations such as the one governing privacy. All school visitations are arranged through the Area Directors and the Principal at each particular school.

Implementation

For persons working with the MSRTS forms, in-services and workshops were provided to better enhance their knowledge of the system. Emphasis was placed on familiarizing them with the transfer and medical forms, their importance and how to utilize them as tools within the classroom. The new Certificate of Student Eligibility was explained as well.

In addition, strong emphasis was placed on the importance of MSRTS relative to funding. Following will be a listing of in-services and workshops in which the MSRTS was overviewed.

INSERVICES/WORKSHOPS FOR SCHOOL YEAR 1975-76

September 8 , 1975	School inservices for McMinnville Jr. High and Dayton Elementary, Yamhill County - Attended: 5
September 9, 1975	School inservices for WL Henry Elementary and McKinney Elementary, Washington County-Attended: 5
September 10, 1975	School inservices for Gervais High, North Marion Jr. High, Salem Public Schools Dist. 24J, Marion County Attended: 6
September 11, 1975	School inservice for Aumsville Elementary, Monitor Elementary, Marion County - Attended: 5
September 12, 1975	Workshop for Salem Public Schools Dist. 24J, Marion County - Attended: 8
September 15, 1975	Workshop for Adrian Elementary, Nyssa Pre-school and Nyssa Elementary, Malheur County - Attended: 7
September 16, 1975	Workshop for Nyssa Jr. High and Nyssa High, Malheur County - Attended: 10
September 17, 1975	School inservice for Annex Elementary, Malheur County Attended: 2
September 18, 1975	School inservice for Cairo Elementary and Pioneer Elementary, Malheur County - Attended: 8
September 19, 1975	Workshop for Vale Elementary, Vale Middle and Vale High, Malheur County - Attended: 20
September 22, 1975	School inservice for Phoenix Elementary, Jackson County - Attended: 20
	Workshop for Alameda Elementary, Aiken Elementary, Lindbergh Elementary, May Roberts Elementary and Preschool, Ontario Jr and Sr High, Malheur County - Attended: 35
September 22-23, 1975	School inservice for Malin Elementary, Bonanza Elementary, Bonanza High, Merrill Elementary, Lost River High, Klamath County - Attended: 16
September 24, 1975	Inservice at Marion County workshop for Marion County Attended: 25

October 6, 1975	Inservice Nyssa Child Care Center, Malheur County Attended: 6
October 7, 1975	Inservice Ontario Child Care Center, Malheur County Attended: 12
October 9, 1975	School inservice for Central Dist. 13J, Polk County Attended: 2
	Wy' East Jr. High, Hood River County - Attended: 2
	Hillsboro School Dist., Washington County - Attended:2
October 13, 1975	Inservice for Salem School Dist. 24J, Marion County Attended: 4
	Malheur County Schools were all visited regarding updating procedures
October 14, 1975	Phoenix Elementary, Jackson County - Attended:16
October 16, 1975	Inservice for Central School Dist. 13J, Polk County Attended: 8
December 2, 1975	Clover Ridge Elementary, Linn County - Attended: 2
December 9, 1975	Nellie Muir Elementary, Marion County - Attended: 3
January 13, 1976	Dayton Elementary, Yamhill County - Attended: 3
January 29, 1976	Inservice for Washington Elementary, Marion County Attended: 2
February 13, 1976	Inservice for Monitor Elementary, Marion County Attended: 2
February 17, 1976	Inservice for Parkersville Elementary, Marion County Attended: 2
	Inservice for Nellie Muir Elementary, Marion County Attended: 2
February 18, 1976	Inservice for Dayton Jr. High, Yamhill County Attended: 4
February 19, 1976	Inservice for Jackson County IED - Attended: 8

February 27, 1976	Inservice for North Marion Jr High & Sr High, Marion County - Attended: 3
March 1, 1976	Inservice for Washington County IED - Attended: 2
March 2, 1976	Workshop for North Marion Jr High & Sr High, Marion County - Attended: 15
March 3, 1976	Inservice for Gervais High, Marion County - Attended: 2
March 4, 1976	Workshop Washington County IED - Attended: 22
April 9, 1976	Inservice for Central Elementary, Washington County Attended: 12
April 14, 1976	Workshop for Woodburn Middle School, Marion County Attended: 21
April 26, 1976	Annual workshop with supervisor from Little Rock, Arkansas (National MSRTS office) All counties except Malheur - Attended: 68
April 28, 1976	Annual workshop with supervisor from Little Rock, Arkansas (National MSRTS office) Malheur County Attended: 32
May 17, 1976	Inservice for School Dist. 24J, Marion County-Attended:5
May 21-22, 1976	Inservice for Jackson County Title I-M staff - Attended:12
May 28, 1976	Inservice for North Santiam, Marion County - Attended:2

INSERVICES/WORKSHOPS 1975-76 SUMMER PROGRAMS

June 3, 1976	Workshop for Marion County SS (IED) Attended: 7
June 10, 1976	Workshop for Independence Elementary SS, Polk County - Attended: 9
	Inservice for Marion County SS (IED) - Attended: 7
June 12, 1976	Workshop for Peter Boscow Elementary SS, Washington/Yamhill Counties - Attended: 36
June 30, 1976	Inservice for Lake Labish Elementary SS, Marion County - Attended:14

July 2, 1976	Inservice for Marion Elementary SS, Marion County Attended: 2
July 12, 1976	Inservice for Marion Elementary SS, Marion County Attended: 2
July 14, 1976	Inservice for Stayton Elementary SS, Marion County Attended: 2
July 19, 1976	Inservice for North Marion SS, Marion County Attended: 12
July 20, 1976	Inservice for Stayton Elementary SS, Marion County Attended: 11

Current Outgrowth

Per a recommendation by a USOE team, a Back-up Terminal Operator was hired during the 1975-76 school year. This person was trained in both the technical and instructional service areas of MSRTS.

As was anticipated, processing of records was accomplished faster and it enabled the team more time for work on statistical reports, etc.

For purposes of recording daily transactions at the terminal, a form was developed and applied. The form reflects a running total on enrollments and withdrawals and the migrant status breakdown for each school. A report with these statistics is sent out by the terminal operators to all areas on a monthly basis. This enables persons working on the records to check for correct migrant status' and number of enrolled and withdrawn students.

A new in-service packet was also developed which the team feels facilitates workshops and in-servicing in general. It has been designed in such a way that persons working with the forms can refer to their packet as a tool for future use.

MULTIMEDIA/ACQUISTION
AND
DISSEMINATION SECTION

Multi-Media: The MESC has a library of educational equipment and materials available for loan to the areas serving migrant children. Equipment and materials are used during the regular school year on a temporary basis as loaned by the MESC. At the end of the regular school year, all equipment and materials are returned to the MESC for inventory and are then available for those programs conducting summer projects. The MESC has a library of over 3,000 books available for loan to area programs.

MESC also has many different education package materials: Hoffman machines and programs, Language Master machine and programs, Peabody Kits level P-1-2-3, Duso Kits P-1 and P-2, Sounds and Symbols Development Kit and other miscellaneous educational materials for loan to migrant programs. Another service provided by the MESC is the reproduction of Video and Audio Tapes.

During the summer program the impact on equipment and material has its highest demand.

Delivery and retrieving of the requested equipment and material, helps summer projects with starting and ending their programs. Utilization of equipment and material between programs was one of the first priorities.

An in-service on the operation of video equipment was given to students at Woodburn High School. The class was on Film Making - Chicano Drama. Students learned the different aspects of making a film. In-service Date: November 1975.

State Inventory Control Forms were made and sent out to the area directors. After the forms were completed they were compiled and submitted to the State Coordinator of Title I-M. These forms were for equipment purchased with Title I-M funds.

Sight and Sound Concept Packages: Sight and Sound Concept Packages were developed for helping the migrant student with learning the basic concepts needed to understand the lessons being taught by their teacher. Because of irregular enrollments, the migrant student is faced with missing some of the basic concepts that were taught prior to enrollment. The student can preview these concepts at his own pace. The majority of Oregon migrants are Spanish-speaking, so all concepts are bilingual Spanish/English. The bilingual student can review the concepts in his dominent language, with the two languages reinforcing each other.

Sight and Sound Concept Packages were developed by teachers, not by a commercial company. Teachers wrote the script and directed the making of slides and graphic work. Because of such production, the concepts are disigned to be part of the teacher's way of teaching.

To date, there are over 500 different concepts completed. There are 35mm filmstrips with cassette tapes in Spanish and English narration. Most concepts are three to five minutes long. Cassette tapes are cued with an inaudible signal on the audio track and a audible tone for manual operation.

The working application of the sight and sound concept would be used when a student is directed to use the sight and sound program which deals with that concept. The student then goes through the program as many times as needed to understand the concept. This works very well with students who missed a class or who enrolled late.

These 500 sight and sound concepts were made for high and possibly junior high school students. They only touch the surface of a school's curriculum.

The MESC has provided this project with technical assistance in all aspects of audiovisual materials including photography, duplication of filmstrips, and duplication of cassette tapes. A catalog depicting the content of the programs has been developed and produced by the MESC.